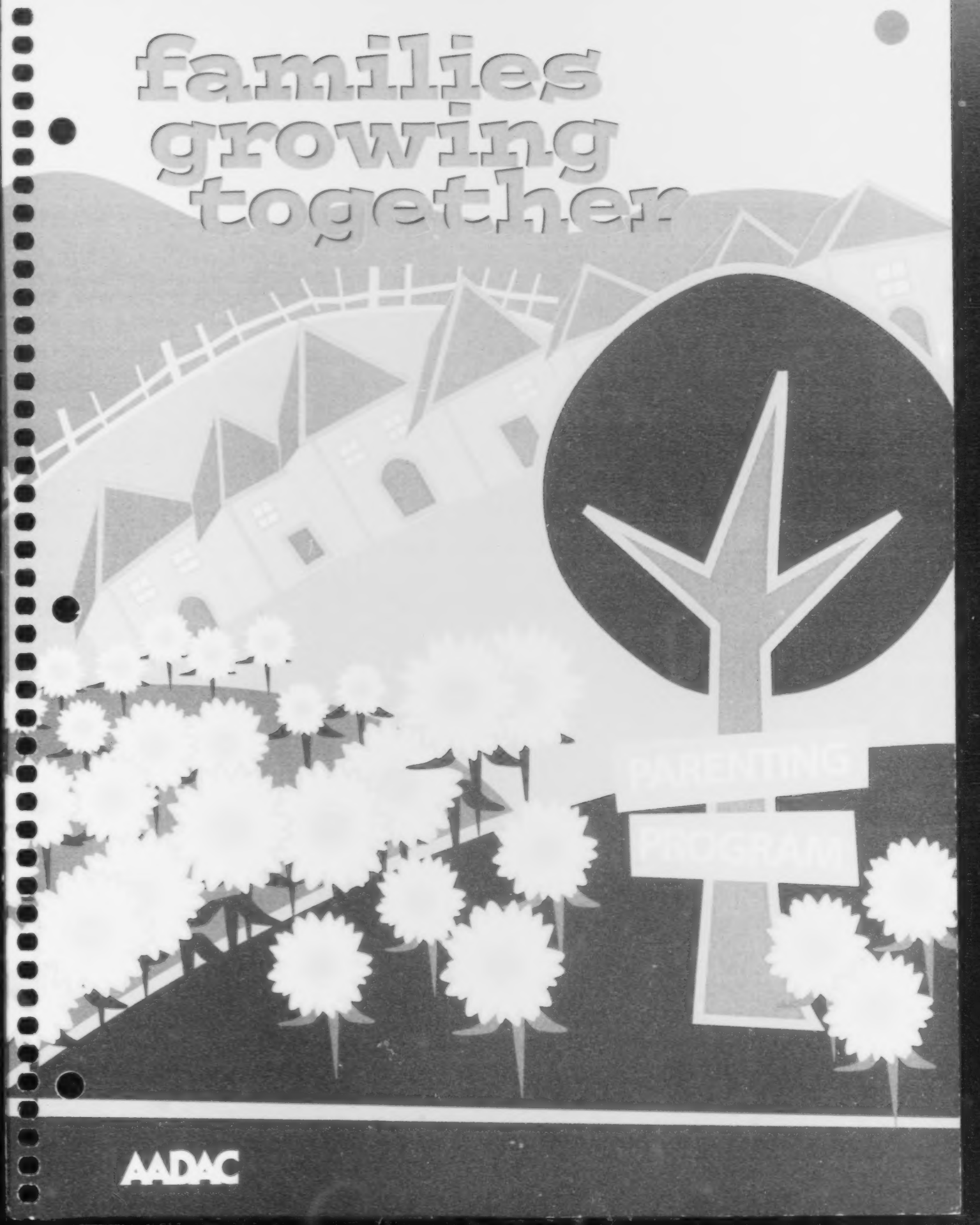
families growing together



AADAC

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PROGRAM OVERVIEW

Introduction to the program

The *Families growing together—Parenting program* is for clients who are recovering from substance abuse or gambling problems. The program is for parents who have children from the age of newborn to 12 years old. It has been developed in response to AADAC's recognition that the entire family is affected by parental alcohol, drug, and/or gambling problems.

This program is intended to integrate treatment and prevention functions.

Each of the nine program modules provides opportunities for parents to learn more about themselves and to continue to make healthy choices regarding alcohol, drug, and/or gambling issues.

Stages of change[1]

In 1982, American psychologist James Prochaska, working with Carlos DiClemente and John Norcross, proposed the "Transtheoretical Model of Change," also known as the "Stages of Change Model."

The concept of stages of change helps counsellors to see clients, and individuals to see themselves, in terms of their readiness to change. According to which of the six identifiable stages of change the individual is in, a number of Prochaska's strategies for change may be used.

This program has been designed to assist clients who are in the later stages in the process of change—specifically those in the action and maintenance stages. The belief is that the entire family can benefit from their involvement in the *Families growing together—Parenting program*, successfully navigate the stages of change, and hold onto the recovery they have worked so hard to achieve.

The six stages of changes are listed below.

1. A person who would formerly be called "resistant to treatment" is instead considered to be in the precontemplation stage. Precontemplators are not willing to see the problem or do not think that they can change.
2. In the contemplation stage, the person seriously considers solving the problem. At this stage, the person's task is to gather information and understanding about the problem behaviour.
3. A person in the preparation stage is usually planning to take action within the next month. Here, the successful person is already learning new behaviours and making a plan for change, and may even make small changes in behaviour.

4. In the action stage, behaviour actually changes. The person does what he or she has prepared to do.
5. During the maintenance stage, the person is consolidating the new behaviour, and is focused on preventing lapses and relapses. The main task at this stage is to establish a richer, more satisfying way of life.
6. Termination is the sixth stage of change. It is the stage at which change has happened and the former problem presents no threat. Generally, less than 20% of changers reach termination (16% of smokers, 17% of alcoholics).

Module descriptions

MODULE 1 | Introduction

In this session, participants begin to develop a group identity around the shared experience of living in a family with alcohol, drug, and/or gambling problems. Participants will recognize that they are not alone and that there are solutions available to assist parents who desire to improve their relationships with their children. Facilitators will create a safe environment in which individuals can express emotional and physical states, ask questions, and learn about other group members and their facilitators.

MODULE 2 | The impact of parental addiction on children

When a parent has a problem with drugs, alcohol, gambling, or other addictions, it affects the whole family. In fact, any addictive behaviour can lead to the development of significant problems within the family, often referred to as "dysfunction." As a part of recovery, the family needs to heal along with the recovering parent, so that it can become healthy again. In this module, parents learn how addiction has an impact on children and the family, and identify family rules.

MODULE 3 | Empathy

Empathy is the most important component of the *Families growing together—Parenting program*. Empathy is the keystone for developing healthy parent/child relationships. In families affected by addiction, it is essential that at least one parent be attentive to the needs of their children. In this module, parents work towards understanding how their ability to empathize can improve communication and decrease stress for their child. Their greater understanding of empathy will enable parents to develop a parenting style based upon listening and validating rather than fixing and controlling.

105-07667/

MODULE 4 | From shame and guilt to personal power

An important part of recovery is to assist family members in seeing the strengths in the parents, their children, and the family as a whole. Families that have suffered great losses in the wake of an addiction experience a great deal of shame, guilt, and blame. The focus of this module is to help parents recognize the strengths and resiliencies in their family, and build closeness, trust, and emotional honesty.

MODULE 5 | Self-esteem

In this module parents explore the meaning of self-esteem and how it has an impact on their relationships with their children. Nurturing a child's self-esteem is part of a parent's job. Children learn who they are through the words their parents use to describe them. Providing encouragement and support helps to strengthen a child's confidence. Before positively affecting their child's self-esteem, parents must explore their own sense of self-worth and work to improve their own self-perception.

MODULE 6 | Communicating with your child

Communication is the cornerstone of our daily lives. It is a give and take experience that takes many forms. Parents are key players in helping their children to develop effective communication skills. In this module, parents learn the basic elements in communicating effectively: "Do talk," "actively listen," and "be direct."

MODULE 7 | Ages, stages, and family roles

Children who have experienced a relationship with a parent who has an addiction may have been placed in situations and roles that were beyond their physical, emotional, and psychological capabilities. The purpose of this module is for parents to gain a greater awareness of the developmental stages of children, to understand the appropriate parenting tasks for each of these stages, and to identify the five specific roles that family members play to keep the family intact when addiction is present.

MODULE 8 | Discipline versus punishment (2 sessions)

In this module parents explore the difference between discipline and punishment, identify positive discipline techniques, and learn how to build credibility without resorting to physical punishment. Parents who develop and maintain a respectful, logical, and consistent style of discipline provide their children with a key to developing independence and self-sufficiency. Parents define their own parenting style and identify ways they might change elements of their parenting to provide more structure and nurturing.

MODULE 9 | Time together and closing

Parental involvement is a protective factor in the lives of children. Utilizing activities such as play, story time, and daily routines, parents have an opportunity to teach skills and support a child's development. Time together offers the parent and child an opportunity for affection and bonding, which allows children to feel secure in their exploration of the world and prepare them for later independence. At the end of the module, participants are given an opportunity to say "goodbye" and prepare to close.

Cornerstones of the program

The whole family as the client

A family recovering from the presence of addiction often believes that the person with addiction is the only one who is in need of support in recovery. It is important for the family to realize that the recovery process must involve everyone. Addiction affects all members of the family, including children. In addition to addressing the effects of the addiction on each individual, the functioning of the family as a whole needs to be reviewed, and changes, if necessary, need to be made. Changes may include the introduction of new behaviours, information, and skills for the entire family.

Formerly addicted parents may be prone to having few or poorly developed parenting skills. The entire family, especially the parent/child component, must be included for any effective recovery program.

Essential elements for parenting in recovery[2*]

There are important elements for change that need to be included in a family program such as this one and our goals include

- allowing feelings to be expressed more openly
- learning more about how spouses and children were affected by addictions prior to recovery
- opening communication
- examining family roles and dynamics before and after recovery
- developing appropriate expectations of children based on their developmental stage
- increasing empathy, patience, and responsibility
- involving children in decision-making
- increasing positive time with children
- reducing physical punishment
- giving praise and rewards
- building structure.

* From Parenting Training for Women in Residential Substance Abuse Treatment by J.M. Camp, and N. Finkelstein, 1997, *Journal of Substance Abuse Treatment, 14* (5), pp. 411-422. Copyright 1997 by J. M. Camp and N. Finkelstein. Reprinted with permission.

Resiliency and early intervention approaches[3]

Most children who have experienced parental alcohol, drug, and/or gambling problems in their homes do not grow up "damaged" or addicted to alcohol or other drugs. In fact, children can grow up to be stronger and more resilient than their parents. As program developers and facilitators, it is important to recognize that children from homes affected by addiction do not automatically develop problems in functioning. While some of the issues children may experience include depression, anxiety, bed-wetting, social isolation, fears, nightmares, and substance abuse, other children will be happy and successful in their choice to live a healthy life.

When parents are preoccupied with an addiction, or even the recovery from an addiction, older youth may isolate themselves for periods of time, believing they have no one to talk to. These children may also have difficulty relating to teachers, other students, and school. But many of the children who experience parental addictions issues do not experience these problems. Resilient youth seek out caring adults who will be a support to them, and with whom they can share the stresses of their home life. A caring mentor can help children successfully navigate the difficulties arising at home.

An AADAC review of studies showed that children who grow up to avoid problems with alcohol and other drugs had personal and/or family characteristics that were considered to have a protective influence. These protective factors relate to the child, the family, and the parents.

First, protective factors relate to the child who

- is affectionate
- possesses positive social skills
- has good communication skills
- is conventional/responsible
- is achievement-oriented
- is self-reliant and has a sense of purpose.

Second, protective factors relate to the family that

- uses a competent management style
- has positive and open communication
- has adaptable monitoring of behaviours.

Third, protective factors relate to parents who

- are involved with their child(ren)
- use positive reinforcement
- use consistent discipline.

The findings related to protective factors illustrate the importance of a consistent and supportive environment that provides protection against a wide range of problems, including alcohol and drug use.

AADAC's review of the literature identifies that childhood risk factors may expose the developing individuals to a higher probability of substance use than risk factors that develop during adolescence. These studies demonstrate the need for intervention early in life. Early intervention prevention approaches based on the results of these studies would focus on

- reducing early childhood aggressiveness, particularly in males
- developing competent parenting and family management styles
- reducing parent-child conflict and marital conflict
- increasing positive parent-child involvement
- reducing parental substance abuse, criminality, and antisocial behaviour.

The intergenerational transmission of addiction

The structure and content of this program are designed to address the issues of developing resilience and prevention of future generations of alcohol, drug, and/or gambling problems.

Research conducted in the 1980s by Wolin and Bennet addressed the issues of intergenerational transmission of addicted parent(s) to alcohol. The research highlights the importance of family rituals as a protective factor for children of addictions. Wolin and Bennet's early research concluded that there is significant protective value for children who live in a family that develops and maintains family rituals in six areas of family life: dinner times, holidays, vacations, evenings, weekends, and having visitors in the home. Families whose rituals were overtaken by addictions were more likely to experience the transmission of addictions from one generation to the next.

Issues of special consideration for the facilitator

AADAC's policy on confidentiality[4]

The Alberta Alcohol and Drug Abuse Commission believes confidentiality is the foundation of the client-counsellor relationship and that the interests and rights of the client are of key importance when considering the disclosure of personal information. The Commission also believes that the client has the fundamental right to decide the extent to which his/her personal information may be provided to others with the limited exceptions of other enactments including an action of the Court, the Public Health Act, the Child, Youth and Family Enhancement Act, the Fatality Inquiries Act, and the Protection for Persons in Care Act.

The principles for action clearly detail that AADAC staff will obtain consent prior to disclosure of client information to other helping agencies or individuals, unless there are compelling circumstances affecting anyone's health or safety, or overriding legislation applies.

Reporting issues of possible child abuse and/or neglect[5]

The Child, Youth and Family Enhancement Act (formerly called the Child Welfare Act) is the legislation that governs the protection of children in Alberta. It is the legal duty of every person to report any suspected incidence of abuse to their local Child Welfare office, or to call the Child Abuse Hotline (24 hour access) at 1-800-387-5437.

It is critical to respond to suspected abuse by involving child welfare authorities to protect the children and to explore ways to preserve the integrity of the family.

It is not the responsibility of a counsellor to determine whether, in fact, an abuse has actually occurred. The assessment of child neglect or abuse is the responsibility of the child welfare worker.

ABOUT FACILITATING

Adult education and learning

People attending AADAC's *Families growing together—Parenting program* may do so for a number of reasons: to increase positive parent-child involvement, to increase knowledge about positive parenting, or to connect with other parents in recovery from addiction. Whatever their goal, participants will gain new knowledge, learn new skills, and practice new behaviours. Many of the course participants have been away from a "learning experience" for some time, but they are still learners—and learners display a number of common characteristics.

Characteristics of learners and their environments

All the people in the program have made a decision to improve their parenting skills. In general, as learners, they will tend to have the following characteristics.

- They want the lessons to be useful, immediate, and applicable.
- If the outcome is of value, they are willing to invest time and effort in learning.
- If their feelings, views, and behaviours are not expressed, they may feel inhibited.
- They are not "receptacles" of knowledge, but rather they create their learning actively.
- Learning is about creating meaning for each individual learner by establishing and reworking patterns, relationships, and connections.
- Every participant learns all the time, both with the facilitator and despite the facilitator.
- Direct experience decisively shapes individual understanding.
- Learning occurs best in the context of a compelling "presenting problem."
- Beyond stimulation provided by the facilitator and training situation, learning requires reflection.
- Learning occurs in a cultural context that provides both enjoyable interaction and substantial personal input.

It is important for facilitators to become familiar with learning theory and its application to teaching and learning. Learning is a process of gaining knowledge, understanding, or skill through study, instruction, or experience. Students come to be able to do and realize. Learning is therefore a process that individuals go through as they attempt to change or enrich their knowledge, values, or skills.

Language

The language a facilitator uses in a group setting is extremely important. Using words or phrases that are derived from theories and abstract examples may not be applicable to real-life situations, and may create obstacles to the development of a trusting relationship between the facilitator and group participants. This is especially true when group members meet each other and a facilitator for the first time. Communicating using a clear, common language right from the start can connect participants with their group leaders immediately. Conversely, the use of obscure words or technical jargon can create distance and an unwanted hierarchical structure in the group. In group facilitation, the plainer the language a group facilitator uses, the more likely he or she will gain the trust of the participants.

Experiential learning

With an experiential approach to learning, participants are given the opportunity to share and explore structured activities in a group setting. The experiences that result form a base that the facilitator can use to guide the group to a new understanding of the concept at hand.

In an experiential learning environment, the most important stage is the participant debriefing at the conclusion of each activity. Accordingly, it is critical not to rush the discussion at that point, but rather to encourage participants to analyze and internalize the experiences they have shared.

Additional guidelines for facilitating experiential learning

- Be specific when giving directions. Keep directions clear and concise. Ensure that the task focuses on the stated objectives for the session.
- Start activities together and on time. Provide timelines for the activity, and if possible, demonstrate the activity to the participants and model the expected behaviour.
- Monitor the activity. Circulate around the room. Be prepared to encourage, provide resources, answer questions, and provide clarification. Be flexible and open to change as the task or group may take a new direction that is better than that which was planned.
- Focus and refocus the participants. It is time well spent when the facilitator takes extra time at the start of the activity to focus the participants on the expected outcomes of the activity. The facilitator may periodically have to interrupt the activity to focus the group on the activity.
- Debrief and summarize the experience. Take time at the end of the activity session to identify the feelings elicited, clarify findings or new learnings, examine the process applied, and answer questions.

Co-facilitation debriefing checklist

To debrief their facilitation of a group, facilitators can use the following checklist.

Organization

- ❑ Begin session on time.
- ❑ State the session objectives.
- ❑ Utilize previews, reviews, and summaries.
- ❑ Use headings and sub-headings.
- ❑ Clearly indicate the transition from one topic to the next.
- ❑ Explain how each topic fits into the workshop as a whole.
- ❑ Provide sample evaluation questions/assignments.
- ❑ Remain objective of the workshop as a whole.
- ❑ Adhere to stated timelines.
- ❑ Finish sessions on time.
- ❑ Allocate time for cleanup.
- ❑ Respond to distractions effectively yet constructively.

Facilitator communication

- ❑ Incorporate various instructional supports (slides, films).
- ❑ Respond to changes in participant attentiveness.
- ❑ Use a variety of spaces in the workshop environment.
- ❑ Write large and legibly on blackboards/overheads/flipcharts.
- ❑ Avoid voice "zits" (e.g., "OK," "ahm," "you know").
- ❑ Speak in a clear and audible voice.
- ❑ Use gestures and expressions (facial/body) to enhance meaning.
- ❑ Display enthusiasm and excitement towards the content.
- ❑ Use humour that is positive and appropriate.
- ❑ Speak in a manner that is neither too formal nor overly casual.
- ❑ Establish and maintain eye contact.
- ❑ Talk to the participant, not the board, floor, window, or wall.
- ❑ Speak at an appropriate pace.
- ❑ Vary the tone of your voice.

Encouraging active learning

- ❑ Clearly explain directions and/or procedures.
- ❑ Clearly explain the goal of the activity.
- ❑ Have necessary materials and equipment readily available.
- ❑ Allow opportunity for individual expression.
- ❑ Provide practice time.
- ❑ Give prompt attention to individual problems.
- ❑ Provide individuals with constructive verbal and/or written feedback.
- ❑ Allow sufficient time for the completion of activities.
- ❑ Provide demonstrations.
- ❑ Demonstrate in an area that is clearly visible to all participants.
- ❑ Present skills in a progressive manner.
- ❑ Provide opportunity for dialogue about the activity.
- ❑ Use a variety of learning activities throughout the workshop.
- ❑ Select teaching methods appropriate for the content.
- ❑ Incorporate experiential learning.

Opening and closing groups*

Lott and Nelsen (1998) have derived a number of questions that facilitators could use when opening and closing groups. The questions will enhance the participant's learning experience because of their reflective and personalized content.

- What is the most enjoyable thing you did this week?
- What are you looking forward to this week?
- What is something you do well?
- What is something you like about yourself?
- What is something you especially like to do for fun?
- What have you learned since last week?
- What do you like about your family?
- What would you like to see your family do that would bring you even closer together?
- What is something enjoyable about each other?
- What is an enjoyable thing that you would like to do with each other?
- What do you appreciate about each other?
- What do you enjoy about each other?
- What is something you have improved upon recently?
- What are you looking forward to?
- What is something a family member did for you this week that made you feel good?
- What is something you did for someone in the family that you enjoyed doing?
- What is something you would like to do for someone this week?
- What is something you would like to improve upon in your life?
- What is something that makes you feel close to another person?
- What is something you need from another person that would make you feel even closer to that person?
- What is something you would like help with in your life?
- How would you like to be in class today?

* From *Teaching parenting the positive discipline way*. By Lott, Lynn and Nelsen, Jane, 1998. Copyright 1998 by Empowering People. Used with permission. To purchase, or for permission to duplicate, please call Empowering People 1-800-456-7770, or contact through their website at www.positivediscipline.com

Weekly evaluations

Weekly written evaluations from the participants provide feedback about what is working or not working in the program. A final evaluation is done after the last session. Copies of the Evaluation Forms are found in Section 5. RESOURCES FOR THE PROGRAM.

The Workshop modules

MODULE 1 | Introduction

MODULE 2 | The impact of parental addiction on children

MODULE 3 | Empathy

MODULE 4 | From shame and guilt to personal power

MODULE 5 | Self-esteem

MODULE 6 | Communicating with your child

MODULE 7 | Ages, stages, and family roles

MODULE 8 | Discipline versus punishment (2 sessions)

MODULE 9 | Time together and closing

MODULE 1 | Introduction

MODULE GOAL

To create a safe environment in which individuals can express emotional and physical states, ask questions, and learn about the group members and facilitators.

WORKSHOP PLAN

- Welcome to participants and housekeeping information
- Review of AADAC's confidentiality policy
- ACTIVITY | Introductions
- ACTIVITY | *Creating ground rules*—20 minutes
- ACTIVITY | *Group expectations*—20 minutes
- ACTIVITY | *Introducing your family*—35 minutes
- Weekly evaluation
- Closing

BACKGROUND FOR FACILITATORS

In this module, participants begin to develop a group identity based upon the shared experience of living in a family with alcohol, drug, and/or gambling problems. By telling their personal stories, participants will realize that they are not alone and that their experiences are not necessarily unique. Participants are better able to develop hope for the future welfare of their families when they learn that it is never too late to raise healthy children.

In the interest of fostering a sense of safety and comfort for group participants, it is essential that facilitators include them as much as possible in the process of setting initial ground rules. Ground rules should be flexible enough to be adapted and expanded to address issues that might develop over the course of the group's sessions. In addition to collaborating on ground rules, facilitators should encourage participants to explore their expectations of the program and their expectations of the facilitators.

Storytelling is a simple and common method people often use when trying to communicate their problems to others. With this in mind, group leaders should encourage limited personal disclosures in the first meeting by asking participants to tell brief stories about their experiences in keeping with their comfort level. This should help them to begin to build trust in the group while they grapple with the challenge of disclosing personal and intimate information with a group of strangers. Facilitators should refrain from making critical analyses of these stories as they are presented and should keep an open mind while listening. Facilitators should, by using active listening skills (such as asking clarifying questions and paraphrasing), make it clear to the speaker that their story is valued, acknowledged, and heard.

Review of AADAC's confidentiality policy

The Commission believes that the client has the fundamental right to decide the extent to which his/her personal information may be provided to others with the limited exceptions of other enactments including an action of the Court, the Public Health Act, the Child, Youth and Family Enhancement Act, the Fatality Inquiries Act, and the Protection for Persons in Care Act.

The principles for action clearly state that AADAC staff will obtain consent prior to the disclosure of client information to other helping agencies or individuals unless there are compelling circumstances affecting anyone's health or safety, or overriding legislation applies.

OBJECTIVES Group members will understand AADAC's confidentiality policy and how it applies to their participation in the group

MATERIALS Group seating arranged in a circle.

TIMELINE 5 minutes

INSTRUCTIONS Large Group Activity—*Reviewing the confidentiality policy*

Ask participants to take their copy of the Confidentiality Policy from the Participant Handout Package. Briefly review the policy and answer any questions that may arise.

ACTIVITY | Introductions

OBJECTIVES Group members learn the first names of other participants and facilitators.

MATERIALS Group seating arranged in a circle.

TIMELINE 10 minutes

INSTRUCTIONS Large Group Activity—*The name game*

Ask each group participant to think of an adjective that describes them and also starts with the first letter of their name (for example, "Marvelous Mary" or "Brave Beth").

Instruct the participants to introduce themselves by these names, one by one, beginning with the facilitator. As the introductions go around the circle, each participant should also list the names of the group members that went before him/her. The last introduction should be the facilitator again, who has to remember and recite the names of the whole group.

If someone gets stuck trying to remember a name, other members can offer hints and help.

ACTIVITY | Creating ground rules

OBJECTIVES Participants create their own rules for engaging in the group and increasing the likelihood of their taking risks and participating.

MATERIALS Flipchart, flipchart paper, and markers.

TIMELINE 20 minutes

INSTRUCTIONS Large Group Activity—*Creating ground rules*

Ask for a group member to volunteer to be the recorder. Have him or her write "Ground Rules" at the top of the flipchart.

Invite participants to state the rules they each need to feel safe in the group. Each rule should be discussed and clarified until a simple and clear version is agreed upon, at which point the recorder should write it on the flipchart.

Give each participant an opportunity to speak and add to the list, asking every person directly for a rule that they may need to feel safe in the group. It is extremely important to ask quiet or silent participants for their suggestions (although they should be allowed to "pass" if they are unwilling or unable to make a suggestion).

Rules that should always be included might need to be suggested by the facilitator, such as "Participants are allowed to pass."

When the list is complete, review all the ground rules and ask for agreement from the group that these are the rules the group will operate under each time it meets. Ensure that each person gives their formal consent by responding to the question, "Do you accept these rules and agree to abide by them?"

Ask, "Whose job is it to ensure that the rules are followed?" This should invite a discussion around the fact that all group members have a shared obligation to follow and enforce the rules of the group.

Ask, "What will happen if someone breaks a Ground Rule?" Clarify which rule violations will result in automatic expulsion from the group. Identify these on the flipchart with an asterisk.

The ground rules should be posted and reviewed at the beginning of each group meeting. The facilitator should acknowledge that the participants may modify the list at any time.

ACTIVITY | Group expectations[1]

OBJECTIVES All group members increase their understanding of participants' expectations for the group and facilitator.

MATERIALS Flipchart, flipchart paper, and markers.

TIMELINE 20 minutes

INSTRUCTIONS Large Group Activity—*Group expectations*

Ask for a group member to volunteer to be the recorder. Have him or her write "Group Expectations" at the top of the flipchart.

Invite group members to say what benefits they expect to get from their participation in this group. Another way to ask this might be, "What did you expect when you came here tonight?"

The expectations should be recorded exactly as stated by each person. Restate what each person says for the recorder.

Give each participant an opportunity to speak and add to the list, asking every person directly for an expectation. It is extremely important to directly ask quiet or silent participants for their suggestions.

Ask, "What do you expect from the facilitator in the group?" or "What do you expect the facilitator will do in the group?"

Assist the recorder in writing exactly what each person lists as an expectation. Ensure everyone has an opportunity to speak.

The expectations should be posted at each group session and reviewed at the last group session. The facilitator should acknowledge that the participants may modify the list at any time.

ACTIVITY | Introducing your family

OBJECTIVES Participants increase knowledge of their own and each other's families by creating mobiles.

MATERIALS String or yarn; felt; felt pens; quarter-inch diameter dowels 5 and 10 inches in length or wire hangers; scissors; construction or poster paper; paper punch; and any kind of tape. For those participants who are uncomfortable drawing, body templates or cookie cutters may be supplied, or a sample family mobile may be provided for reference.

TIMELINE 35 minutes (15 minutes working time; 20 minutes large group discussion)

INSTRUCTIONS Individual or Family Activity—*Creating a family mobile*

Have family members work together in breakaway groups to draw a picture for each family member. Encourage them to decorate their pictures any way they like.

Cut out each character and punch out holes at the top of each character.

Provide some short sticks (1/4" dowels) or a wire hanger and string or yarn. Instruct participants to tie the sticks and the characters together so that when holding from the top it remains balanced. Adjustments of the strings may be made to the left or right to help balance the mobile. Tape the strings in place when the mobile is balanced. Ask participants to arrange their family character's any way they like on the mobile.

Invite participants back to the large group. Give each person the opportunity to talk about their family mobile.

Ask each family clarifying questions to allow the group to get to know each family's structure. Provide strength-based feedback acknowledging each family's efforts in making their mobiles and point out unique features in each family.

Ask, "What happens when one figure in the mobile is moved or pulled?" Enter into a discussion about how, when something happens to one person in the family, it affects all the other people in the family, both in negative and in positive ways.

Ask, "What helps keep your family in balance?" and "What sets your family off balance?"

This exercise may elicit strong emotions, as discussion may lead to disclosures about the effects of a drug/alcohol/gambling addiction on the family. Validate feelings as presented, without trying to fix the problem.

Weekly evaluation

OBJECTIVES Participants will have the opportunity to provide feedback about the program

MATERIALS Weekly evaluation forms are found in Section 5. RESOURCES FOR THE PROGRAM.

TIMELINE 5 minutes

Closing

OBJECTIVES Participants conclude and summarize their involvement in the group, and identify the impact it has had upon them.

MATERIALS Seating arranged in a circle

TIMELINE 10 minutes

INSTRUCTIONS Group Activity—*Closing*

Ask, "What did you learn about yourself or your family tonight?"

Let anyone start, and then proceed around the circle clockwise from that person. Remember to allow participants to pass.

The facilitator may use any one of a number of ritual closings such as

- read an inspirational saying from a parenting magazine or book
- have participants pick an inspirational card or paper from a jar and read it aloud
- have participants identify something from the session that made a difference to them.

MODULE 2 | The impact of parental addiction on children

MODULE GOALS

- To understand how addiction affects children and families.
- To identify family rules in functional and dysfunctional families.
- To clarify the difference between "responsible to" and "responsible for."

WORKSHOP PLAN

- Check in
- Review group rules (as created last week). Make revisions as necessary

CHOOSE FROM ACTIVITIES BELOW

- ACTIVITY | *Your childhood experiences*—35 minutes
- ACTIVITY | *Family rules*—25 minutes
- Weekly evaluation
- Closing

BACKGROUND FOR FACILITATORS

When a parent has a problem with drugs, alcohol or gambling, it affects the whole family. In fact, any addictive behaviour can lead to the development of significant problems within the family, often referred to as dysfunction. As a part of recovery, the family needs to heal along with the recovering parent so that the family can become functional again. It is a tremendous step for an individual to choose recovery, and it takes great courage from the entire family to join in this difficult process. It is vital that families be recognized for their strength, courage, and commitment to being well.

There are a number of common familial responses when an addiction is present, which are often described as "roles" and "rules."

The roles family members assume help them adapt to the often unpredictable and stressful dynamics in the home. Not all adaptation in a substance abuser's home is negative; often, children faced with parental or sibling addiction develop an inner resiliency that helps them deal with the family's situation. (Roles are explored in more detail in Module 7.)

The rules typically learned by children who live in families where there is an addiction typically learn are three spoken or unspoken rules: Don't talk. Don't trust. Don't feel.

Don't talk—In order to hide the addiction from the world, parents teach their children not to talk about what they see and hear at home. They try to disguise the fact that drinking, drug use, or gambling is happening, and try to keep the addiction a secret. Through repeated denials, children learn not to trust what they see and believe, and not to talk about the "family secrets."

Don't Trust—Children learn that they can't trust their parents. The addicted parent often makes promises that are not kept and the non-addicted parent often makes excuses and tells lies to cover up for his or her partner. While parents may not believe it, children do know what is happening in their home. Lying about what is happening teaches children not to trust, and encourages lying as a way to deal with conflicts and problems.

Don't Feel—When children are constantly disappointed and deceived, they will protect themselves from their emotional pain by trying to survive without feeling at all. As they try to cope with the realities they are confronted with, their feelings are buried deeper and deeper, in what is called repression. Unfortunately, feelings that are repressed have a way of making themselves known, usually in harmful ways. Children that have had to bury their feelings may not be able to tell others that their parents' behaviour is hurting them, but they may exhibit other signs of trouble. These signs include: acting out physically; depression or anxiety; bed-wetting; clinging or separation anxiety; bullying; hyperactivity; eating disorders; or involvement with drugs, alcohol, or gambling.

As the addictive behaviour escalates, the family develops patterns of behaviour in order to lessen the impact of the addiction and conceal the extent of harm. Examples might be:

- The addiction is the most important issue in the family's life. For example, the addicted person becomes obsessed with maintaining his or her addictive behaviour and the rest of the family becomes just as obsessed with ending it.
- The addictive behaviour is not the cause of the family's problem. The family members will insist that the addiction is not the root of whatever difficulties have led them to seek help.
- The status quo must be maintained at all cost. The addicted person wants to be protected from change.
- No one may discuss what is really going on in the family, either with one another or with outsiders. Feeling threatened, the addict tries to avoid letting outsiders know about any family affairs, particularly about the addiction.

Children from a home with an addiction need three things: honesty, stability, and to talk about their feelings.

1. Children need at least one parent, or loving caregiver, who will be honest with them about what is happening. Children often blame themselves for problems when they are not given adequate information about what is going on. They almost always know when something is wrong, and they may not be old enough to understand that the problem does not lie with them. It is important, then, that the alcohol, drug, or gambling addiction be acknowledged as the problem, not the child.
2. Children need a predictable and stable home environment, where their needs are put first. Parenting must be consistent and must be handled by the parent (or other caregiver), not the child. Children must be allowed to be children—dependent upon their parent(s) for emotional support, safety, and care. The child who may have assumed the role of "caregiver" in the family especially needs this.
3. Children need to be able to share their feelings. This is an important step toward developing emotional health. When children are encouraged to identify and talk about their feelings, they learn that feelings are normal. They also learn that there are healthy ways to express feelings. Parents can help by using empathy to try to understand what their child is feeling.

Check in

OBJECTIVE Participants re-connect with other group members.

MATERIALS Group seating arranged in a circle.

TIMELINE 15 minutes

INSTRUCTIONS Large Group Activity—*Check in*

Participants and facilitators sit in a circle facing one another. Each participant is given the opportunity to answer the question:

"What is one thing you did well this week?"

ACTIVITY | Your childhood experiences

OBJECTIVE Participants will explore personal family experiences from when they were children.

MATERIALS Flipchart, flipchart paper, and markers. HANDOUT—*Coping strategies of children in stressful homes.*

TIMELINE 35 minutes

INSTRUCTIONS Small/Large Group Activity—*Your childhood experiences*

Ask participants to break into pairs.

Invite participants to recall an early childhood memory where they encountered an intoxicated adult. If participants do not remember this type of specific experience, ask them to consider a time when, as a child, they were scared by the behaviour of an adult.

Instruct the participants to discuss their experience with their partner and provide answers to the following questions (write the questions on the flipchart):

1. What was your greatest concern or fear with this intoxicated adult?
2. Did another adult help you to understand your experience? What did they do or say to you? If another adult did not help you, how did you feel being left to deal with this experience on your own?
3. What did you take from that experience—positive and/or negative?

Ask participants to come back to the large group.

Lead discussion using these questions (write the questions on a flipchart).

1. What did you experience when you told your story?
2. What feelings did your story bring up in you?
3. Do you think your own children may have experienced anything like this in your family/home?

4. Provide participants with the HANDOUT—*Coping strategies of children in stressful homes.* Ask the group to take a moment to review the list of strategies. Then ask each of the participants to state one strategy that they might have used as children.

[If a participant does not identify with any items on the list as presented, ask them if they could say what strength in their character helped them avoid these potential outcomes. The facilitator may need to listen carefully to identify the strength, if the participant cannot identify it for him/herself.]

Ask participants if they can identify one strategy that their children might be using right now to deal with the stress in their home.

NOTE: This exercise may trigger powerful emotions. The facilitator must be prepared to deal with feelings of guilt and shame if they arise, as well as potentially painful memories of childhood incidents.

Facilitators may want to introduce some ideas about guilt and shame. (These ideas will be explored in module four.) The following discussion may be helpful:

- Explore guilt as a concept. What is it?
  Possible answer: It is a feeling that we have done something wrong.
- How is it helpful to us?
  Possible answer: It lets us know that we are doing/have done something that doesn't fit with our values.
- It can remind us that we do have positive values but the addiction has gotten in the way or taken over.
- Explore shame as a concept.
  Possible answer: It is a feeling about who we are. We can make the mistake of taking the worst things that we have done, focus on them, and believe that these mistakes define who we are. This creates shame.
- Faciliators may want to use a reframe such as: "Chasing the addiction causes us to act in ways that go against our values. Try to separate what you did while chasing the addiction from who you are."

ACTIVITY | Family rules

OBJECTIVE Participants will understand some of the rules that operate in their family.

MATERIALS Flipchart, flipchart paper, and markers. HANDOUT—*Unhealthy family rules* and *Comparing family systems*.

TIMELINE 25 minutes

INSTRUCTIONS Large Group Activity—*Unhealthy Family Rules*

Introduce the three rules that are usually present in dysfunctional families, expanding upon each as explained in HANDOUT—*Unhealthy family rules*. These are

- don't talk
- don't trust
- don't feel.

Ask, "Which rules, if any, do you think might exist in your family? What happens that makes you believe this?"

Review HANDOUT—*Comparing Family systems*.

Weekly evaluation

OBJECTIVE Participants will have the opportunity to provide feedback about the program

MATERIALS Weekly Evaluation Forms are found in Section 5. RESOURCES FOR THE PROGRAM.

TIMELINE 5 minutes

Closing

OBJECTIVE Participants will identify one way their family can become more functional.

MATERIALS HANDOUT—*Comparing Family Systems*.

TIMELINE 15 to 25 minutes

INSTRUCTIONS Group Activity—*Closing*

For the closing, ask each participant one of the following questions based on what has already been discussed:

1. What is one rule that you would like to change in your family right now?
2. What is one unhealthy characteristic you would like to change?
3. What is one healthy characteristic you would like to see in your family?
4. What will you and your children gain from your (or your partner's) recovery?

HANDOUT | Coping strategies of children in stressful homes

"Children feel important, lovable, and hopeful in proportion to their ability to inspire love in their parents." (Wood, 1992)[2]

"A child under severe, chronic stress, who has no adult to guide [him], finds that it is his memory, his anger, and his longing for love and care that bring him the most grief." (Wood, 1992)[3]

THE STRATEGY	WHAT THE STRATEGY IS MEANT TO DO
Control things and people	Reduce the stress from surprises or inconsistency; relieve fears of the unknown.
Seriousness	Keep the focus on what is important for survival, never allowing the "guard" to be dropped.
Few or no emotions	Lessen the pain of wanting to be loved; make it seem like the child is not a burden or weak.
Dissociation	Offer a mental break, a holiday from what is real.
Compulsiveness	Reduce anxiety and ritualizes suppression.
Perfectionism or success	Elicit praise and compliments; reduce feelings of inadequacy; make it appear as if all is well.
Few or no friends	Fewer expectations to meet, and people to impress; avoid being rejected.
Isolation or withdrawal	Avoid disappointment and comparison with others; allow for escape; avoid punishment for wanting and needing others.

HANDOUT | Unhealthy family rules

When a family has an active addiction, the family develops different rules in order to lessen the impact of the behaviour.

1. Don't Talk

In order to hide the addiction from the world, parents teach their children not to talk about what they see and hear at home. They try to disguise the fact that drinking, drug taking, or gambling is happening, and they try to keep the addiction a secret. Through repeated denials, children learn not to trust what they see and believe, and not to talk about the "family secrets."

2. Don't Trust

Children learn that they can't trust their addicted parent because the parent makes promises he or she does not keep. Children learn not to trust their non-addicted parent, because he or she makes excuses and tells lies to cover up for the substance abusing parent's behaviours. While parents may not believe it, children do know what is happening in their home. Lying about what is happening teaches children not to trust, and encourages lying as a means to deal with conflict and problems.

3. Don't Feel

When children are constantly disappointed and deceived, they will protect themselves from feeling their emotional pain by trying to survive without feeling at all. As they try to cope with the realities before them, their feelings are buried deeper and deeper, in what is called repression. Unfortunately, feelings that are repressed have a way of making themselves known, usually in harmful ways. Children who have had to bury their feelings may not be able to tell others that their parents' behaviour is hurting them, but they may exhibit other signs of trouble. These signs include: acting out physically; depression or anxiety; bed-wetting; clinging or separation anxiety; bullying; hyperactivity; eating disorders; or involvement with drugs, alcohol, or gambling.

HANDOUT | Comparing family systems[4*]

Unhealthy	Healthy
PAINFUL FAMILY SYSTEMS THAT LOWER SELF-WORTH	HEALTHY FAMILY SYSTEMS THAT BUILD SELF-WORTH
1. "Don't Talk" rule	1. Open communication
2. Unexpressed feelings	2. Open expression of feelings
3. Unspoken expectations and rules	3. Clearly stated rules
4. Entangled relationships	4. Respect for individuality
5. Manipulation and control	5. High value on freedom
6. Chaotic value system	6. Consistent value system
7. Rigid attitudes	7. Open-mindedness
8. Inability/refusal to change	8. New traditions are created
9. Grim atmosphere	9. Pleasant atmosphere
10. Frequent chronic illness	10. Healthy people
11. Dependent relationships	11. Independence and growth occur
12. Jealousy and suspicion	12. Trust and love

* From *Choicemaking for co-dependents, adult children, and spirituality seekers by* Wegscheider-Cruse, 1986. Copyright by Health Communications, Inc. Adapted with permission.

MODULE 3 | Empathy

Module Goals

- To understand the subjectivity of every individual's experience.
- To gain an awareness of the importance of being empathetic toward children.
- To provide participants with an opportunity to practise empathetic responses.

Workshop Plan

- Check in

CHOOSE FROM ACTIVITIES BELOW

- ACTIVITY | *Empathy defined*—20 minutes
- ACTIVITY | *Empathy for children*—25 minutes
- ACTIVITY | *Practising empathy*—45 minutes
- Weekly evaluation
- Closing

Background for Facilitators

Empathy is the most important component of this program, and the keystone for developing healthy emotional parent/child relationships. Many recovering parents will likely experience difficulty with this module. As recovering addicts, they may be struggling to identify and express their own feelings. One of the most difficult of the three "rules" to break is "Do Not Feel" (see Module 2).

Parents may need help understanding how their ability to empathize will improve family communication, decrease "acting out" behaviour in their children, and help the whole family work through emotional pain and conflict. In this session, participants will be given an opportunity to experience giving and receiving empathy. By learning what empathy is and experiencing it first-hand, parents will be able to practise empathizing with their family members.

Children need an emotional connection with their parents in order to feel valued, loved, and secure. Even through difficult and tumultuous times, if a child's feelings matter to her parents, she can overcome the impact of those difficulties.

Young children are trusting and open by nature; they tend to let people know exactly how they feel without even thinking about it. However, even before they reach school, many children learn to hide their true feelings. They pick up signals from their parents and other adults, and sense that there are certain things they shouldn't talk about, and certain feelings they should keep to themselves.

Adults might not always be comfortable talking about feelings, especially feelings of fear, insecurity, anger, jealousy, and loneliness. This discomfort may be because they are unwilling to confront their own feelings, or they may feel unable to protect their children from painful feelings. Thus, when children express these kinds of feelings, parents often respond with unintentionally hurtful statements like "You shouldn't feel that way," or "There's no reason to be afraid," or "Quit worrying. It's not your problem."

Being empathetic is all about respecting and understanding someone's feelings without judging the feelings or the person or trying to change them. Parents can help their children best by simply listening to them and making it clear that they understand what their children are feeling.

Check in

OBJECTIVE Connect participants with other group members and increase risk-taking in the group.

MATERIALS Group seating arranged in a circle.

TIMELINE 15 minutes

INSTRUCTIONS Large Group Activity—*Check In*

Participants and facilitators sit in a circle facing one another. Each participant is given the opportunity to answer the question, "What is one thing you did well this week?"

The group leader may refer to the last session's discussions on rules, and ask, "What family rule did you begin to change over this past week? How did you break the 'rule'?"

ACTIVITY | Empathy defined

OBJECTIVE Increase group members' understanding of empathy, allowing some personal reflection.

MATERIALS Flipchart, markers, and HANDOUT—*Empathy*.

TIMELINE 20 minutes

INSTRUCTIONS Large Group Activity—*Defining empathy*

Review the definition of empathy: "The ability to understand, respect and accept someone's feelings." Accepting means without judging them or trying to change the person's feelings.

Ask each participant the following questions:

1. How do you think we show others that we understand what they are feeling?
2. Do you believe that you could truly understand what another person feels?
3. Do you believe that you understand what you feel?
4. What do you do (and say) when your child cries?

ACTIVITY | Empathy for children

OBJECTIVE Increase group members' understanding of empathy, allowing some personal reflection.

MATERIALS Flipchart, markers, and HANDOUT—*Coping strategies of children in stressful homes* (from Module 2).

TIMELINE 25 minutes

INSTRUCTIONS Small Group Activity—*Developing empathy for children*

Divide participants into small groups (three to five participants in each group).

Refer back to the handout from Module 2 and ask participants the following questions.

1. Can you think of a strategy that one of your children might be using? What is your child doing?
2. Why might that child be using the strategy? Do you have ideas that would explain the strategy?
3. What might your child be feeling? What would you feel if you were in his or her place?
4. What do you do (or say) when your child cries?

The facilitator should observe each small group, and assist participants in exploring what their children might be feeling.

ACTIVITY | Practising empathy

OBJECTIVE Participants are given the opportunity to practise being empathetic.

MATERIALS HANDOUT—*Different ways to begin empathetic responses.*

TIMELINE 45 minutes

INSTRUCTIONS Paired Activity—*Practising empathy*

Divide the group into pairs, separating couples/partners. It is preferable that extra facilitators be brought in to assist in this activity, to ensure that each pair has a facilitator observing and helping throughout the exercise.

Invite the participants to take turns telling their partners about something that is important to them right now. It doesn't matter what the issue is, as long as it is important to the speaker.

Instruct the "listener" to try to understand what the "speaker" is feeling as their story unfolds. The "listener" cannot offer solutions or advice. They are simply to try to listen and understand.

The handout can be used as a guide to respond to the "speaker."

Facilitators should help participants explore the feelings of the speaker, and acknowledge that there are many layers of feelings. Anger, frustration, and irritation are often surface feelings that mask deeper feelings of hurt or disappointment, so keep asking.

NOTE: It is likely there will be a stronger expression of emotion than most participants expect, including tears and sadness. It is important to allow this expression to happen, and validate feelings as presented.

ACTIVITY | Empathetic responses

OBJECTIVE Practising empathetic responses

MATERIALS HANDOUT—*Empathetic responses exercise*

Different ways to begin empathetic responses

TIMELINE 20 minutes

INSTRUCTIONS Small group activity—*Empathetic responses exercise*

Divide participants into small groups (three to five participants in each group). Go through examples one to three on handout. Ask participants to discuss empathetic responses for the rest of the questions on the handout.

Weekly evaluation

OBJECTIVE Participants will have the opportunity to provide feedback about the program

MATERIALS Weekly Evaluation Forms are found in Section 5. RESOURCES FOR THE PROGRAM.

TIMELINE 5 minutes

Closing

OBJECTIVE Participants will summarize their experience with empathy, and close their group experience.

MATERIALS Group seating arranged in a large circle.

TIMELINE 15 minutes

INSTRUCTIONS Group Activity—*Closing*

Bring the group back together to have each member respond to the following questions.

1. What was it like to be listened to and understood?
2. What is one thing you are grateful for tonight (or today)?

HANDOUT | Empathy

EMPATHY—The ability to understand, respect and **accept** someone's feelings.

SYMPATHY—Feeling sorrowful about the distress of another.

Three essential components of empathy:

1. To attempt to understand both the content and feelings expressed by another person.
2. To accept the feelings without judgment and without trying to change them.
3. To have the ability to let the other person know you understand.

How empathy helps:

1. The other person feels heard and as a result, feels closer to you.
2. It increases trust between individuals.
3. You truly understand what the other person is feeling.

Empathy requires:

1. An awareness of your own feelings.
2. A willingness to put aside your opinions and judgments.
3. A sincere desire to understand what is going on for the other person.
4. A feeling of caring for the other person.
5. A desire to truly communicate.

HANDOUT | Different ways to begin empathetic responses

You feel . . .

From your point of view . . .

As I understand it, you felt . . .

So, as you see it . . .

You are saying . . .

Makes you feel . . .

I'm picking up that . . .

If I'm hearing you correctly . . .

To me it's as if you are saying . . .

I'm not sure I'm with you, but . . .

I wonder if you're expressing a concern that . . .

From where you stand . . .

It seems to you . . .

You believe . . .

Where you're coming from is . . .

You mean . . .

Could it be that . . .

I wonder if . . .

Let me see if I'm with you . . .

You appear to be feeling . . .

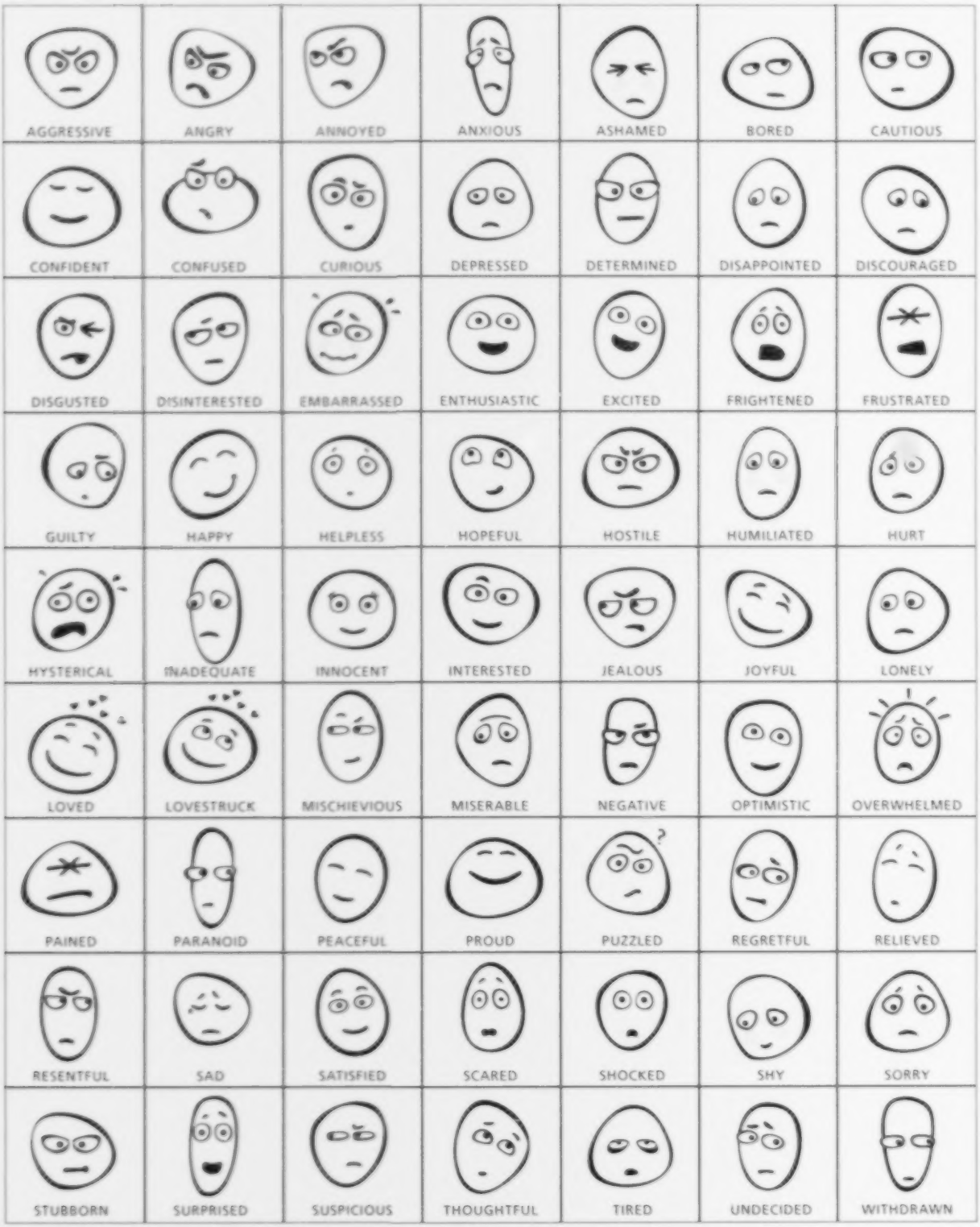
Correct me if I'm wrong . . .

Is it possible that . . .

Perhaps you are feeling . . .

I get the impression that . . .

FEELING CHART (ADDITIONAL HANDOUT)



HANDOUT | Empathetic responses exercise

1. Situation one:

Your child comes home from school very angry, and slams her books on the table.

EMPATHETIC RESPONSE:

It looks like you've had a tough day at school.

2. Situation two:

Your two-year-old falls down, scrapes his knee, and starts to cry.

EMPATHETIC RESPONSE:

That can hurt when you fall on the sidewalk.

3. Situation three:

A nine-year-old is attending a new school for the first time and says to his mother, "You can't make me go to school."

EMPATHETIC RESPONSE:

4. Situation four:

A five-year-old boy is hit by his two-year-old sister. He beings to cry.

EMPATHETIC RESPONSE:

5. Situation five:

Your seven-year-old is trying very hard to complete a school project, but is getting tired and frustrated

EMPATHETIC RESPONSE:

6. Situation six:

A 12-year-old girl comes home crying from school because her friends have made fun of her.

EMPATHETIC RESPONSE:

MODULE 4 | From shame and guilt to personal power

MODULE GOALS

- To introduce the concept of resiliency.
- To increase participants' understanding of their inner strengths.
- To build closeness and trust through emotional honesty.

WORKSHOP PLAN

- Check in

CHOOSE FROM ACTIVITES BELOW

- ACTIVITY | *Using "I" messages*—10 minutes
- ACTIVITY | *Personal beliefs about parenting*—30 minutes
- ACTIVITY | *Personal power*—30 minutes
- ACTIVITY | *My inner strengths*—30 minutes
- Weekly evaluation
- Closing

BACKGROUND FOR FACILITATORS

An important part of healing from addiction is to assist family members in seeing the strengths in each other and in the family as a whole.

When an addicted person embarks upon the road to recovery, he/she often has to put a great deal of time and energy into not drinking, not using drugs, and not gambling. It can become overwhelming when, with their first sober look at their partner and children, they see all the harm that they have caused the family through their actions and choices. The resulting shame and guilt can be paralyzing. The focus of this module is to help shift from feelings of shame and guilt to feelings of personal power and inner strength.

For families that have suffered great losses in the wake of an active addiction, blame is the most frequent response. Each family member looks for someone or something to blame. Instead of casting blame, however, a healthier response would be for each person would be to take responsibility for his or her own actions—past, present, and future. People usually cast blame when they don't believe that they have power to shape events in their lives. Taking responsibility, on the other hand, is an implicit acknowledgement that our actions (or inactions) do have effects on others and ourselves. When people recognize this ability to bring about change in themselves it makes it far more difficult to choose the "easy" option of blaming others for their problems; they are finally forced to come to grips with the obligations that personal responsibility and accountability demand.

This sudden realization of obligation and responsibility can be frightening. All people, and especially children, need to learn that they possess inherent abilities and strengths that will see them through the good and bad times of their lives. Becoming aware of these abilities and

strengths will enhance their sense of self-worth and confidence, and make them more resilient to the challenges of life. Resiliency doesn't prevent bad things from happening, but it does help people take positive lessons from their setbacks, develop a stronger sense of their own unique abilities, and rebound in every instance to a state of personal stability and confidence.

Some resiliencies (or inner strengths) might include:

1. PERCEPTIVENESS: The ability to understand people and situations, and to question what is happening in their family, school, or community.
2. SERVICE: To give of oneself to others, or to commit to a cause that is important and worthwhile.
3. INDEPENDENCE: To have a healthy sense of self, as being separate from the family unit.
4. OPTIMISM: To possess a belief in a positive future for both oneself and the world.
5. CONNECTION: Being able to seek out support from others and form caring and positive relationships.
6. SELF-MOTIVATION: The ability to strive to fulfill personal dreams and goals.
7. CREATIVITY: The ability to express experiences in an imaginative way, through words, music, art, or other forms of self-revelation.
8. SPIRITUALITY: To have faith in some universal power greater than ourselves.
9. SENSE OF HUMOUR: Trying to see the funny side of sometimes "tragic" circumstances, and use this to put life into a better perspective.
10. MORALITY: A general sense of right and wrong; being able to make confident choices based upon moral understanding.

Check in

OBJECTIVE Connect participants with other group members and increase risk-taking in the group.

MATERIALS Group seating arranged in a circle.

TIMELINE 15 minutes

INSTRUCTIONS Large Group Activity—*Check in*

Participants and facilitators sit in a circle facing each other. Each participant is given the opportunity to answer the question, "How are you feeling right now?"

ACTIVITY | Using "I" messages

OBJECTIVE Participants use "I" messages as a means of taking ownership of their own thoughts, feelings, and actions.

MATERIALS Large poster with "I" written on it; to be displayed in the room from this point forward.

TIMELINE 10 minutes

INSTRUCTIONS Facilitator Lecture—*Using "I" messages*

"One of the most important ways a person can take responsibility for their own thoughts, feelings, and behaviours, is to use the word 'I' when speaking about personal experiences."

"It is one thing to express an idea using 'you' or 'we,' because it diffuses the commitment to the idea, and spreads responsibility all around, perhaps even blaming others. Using the word 'I' is the first step to taking responsibility for my own life."

"This poster will be a reminder. From this point forward, I will prompt each of you to use the word 'I' when you are talking about your thoughts, ideas, and feelings. To do this, I will hold my hand up like this [demonstrate] and ask you to rephrase your statement."

"Are there any questions?"

ACTIVITY | Personal beliefs about parenting

OBJECTIVE Participants identify their own strengths as a mother or father.

MATERIALS Paper and pen (or pencils).

TIMELINE 25 minutes

INSTRUCTIONS Individual/Group Activity—*Personal beliefs about parenting*

Many parents have an image of what makes a good mother or father, and often judge themselves against this "ideal." These perceptions can have a profound impact on how parents feel about themselves, and often affect how they relate to their children. To dispel the myth of unreachable perfection and eliminate the guilt that results from perceived failure to achieve said "perfection," parents are encouraged to challenge their own mistaken beliefs about parenting.

Hand out paper and pen. Instruct participants to complete the following, adding as many ideas as possible in five minutes:

"A good mother . . ."

Then ask participants to complete the following, adding as many ideas as possible in five minutes:

"A good father . . ."

Invite participants to read one statement about mothers to the group, and ask each person "Is this belief true?" Explain that for a belief to be considered true, it must be demonstrably true for everyone, everywhere (that is, universally true). In most cases, participants will present a belief that is found to be untrue. The facilitator should expose those beliefs that are untrue as beliefs that can be changed.

Invite participants to now read one message they have written down about fathers. Ask each participant, "Is this belief true?" Again, as with the beliefs about motherhood, those untrue or impossible beliefs should be examined in a more realistic light.

In the final round, ask participants to state one way in which they believe they are being a good mother or good father.

ACTIVITY | Personal power (Taking responsibility)[1*]

OBJECTIVE Participants explore how to take charge of their lives through the use of their personal power.

MATERIALS HANDOUT—*Different ways to begin empathetic responses*, from Module 3.

TIMELINE 25 minutes

INSTRUCTIONS Paired Activity—*Personal power*

Divide the group into pairs, separating partners/spouses.

Inform participants that they will be asked to tell their partner about a problem—something that they are trying to deal with in their lives right now. People will be asked to state their problem twice. The first time, they are instructed to see how much of the problem they can blame on others or on circumstances beyond their control. HANDOUT—*Different Ways to Begin Empathetic Responses*, from the previous session, can be used as a guide for "listeners" to respond to the "speakers."

After they have spoken and placed blame, ask the "speaker" to repeat the incident. This time, have them try to find three ways they themselves might be responsible for the problem.

Instruct the "listener" to simply summarize what they hear the "speaker" saying. The "listener" cannot offer solutions or advice.

If the "speaker" can't think of how they might have created the problem, they may ask their partner to help out with an "objective" opinion.

* *From Teaching Parenting the Positive Discipline Way* by Lynn Lott And Jane Nelson, 1998. Copyright 1998 by Empowering People. To purchase, or order for permission to duplicate please call Empowering People 1-800-456-7770 www.positivediscipline.com

ACTIVITY | My inner strengths

OBJECTIVE Participants acknowledge their inner strengths.

MATERIALS HANDOUT—*Characteristics of resiliency*, and toilet paper.

TIMELINE 30 minutes

INSTRUCTIONS Group Activity—*My inner strengths*

Review HANDOUT—*Characteristics of resiliency* to identify the types of strengths or resiliencies that are possible in each of us.

The facilitator presents a roll of toilet paper, and starting with herself, instructs the participants to "take what you need."

Allow the toilet paper to be passed from one person to the next, until everyone has had an opportunity to take some paper. If a participant passes—that is, doesn't take any paper—do not prompt them to take anything.

Now, instruct the participants to list inner strengths they see in themselves, one for each square of toilet paper they have taken. This can be anything they like about themselves, but can only include one physical trait. If anyone needs help figuring out a strength or resiliency, the group can offer suggestions.

To model the activity, the facilitator should begin, and then proceed in order around the circle.

Debrief the activity by asking the following questions.

1. What was it like to have to say positive things about yourself?
2. For those of you who didn't take any paper, how did it feel to not be included?
3. What is the importance, for you, in acknowledging your strengths?

Weekly evaluation

OBJECTIVE Participants will have the opportunity to provide feedback about the program

MATERIALS Weekly Evaluation Forms are found in Section 5. RESOURCES FOR THE PROGRAM.

TIMELINE 5 minutes

Closing

OBJECTIVE Participants will summarize their experience and close the module.

MATERIALS Group seating arranged in a circle.

TIMELINE 15 minutes

INSTRUCTIONS Group Activity—*Closing*

Ask, "What is one thing you are grateful for tonight (or today)?"

HANDOUT | Characteristics of resiliency[2*]

Perceptiveness

You understand people and situations and are able to question what is happening in your family, school, or community.

Service

You give of yourself to others, or to a cause that you believe in.

Independence

You can separate yourself from your family troubles, and are confident that you can make your own way in the world.

Optimism

You have hope for a bright future for yourself and the world.

Connection

You can seek out support from others and form caring and positive relationships.

Self-motivation

You have the drive to fulfill your dreams and goals.

Creativity

You can express your experiences in a constructive and helpful way.

Spirituality

You have faith in something greater than yourself.

Sense of humour

You can see the funny side of the world and your circumstances, and use this ability to put things into perspective.

Morality

When you make a decision, you use the information you have about the situation and you consult your own conscience (your sense of right and wrong).

* From *Teacher information series—Resiliency* AADAC, 2002. Classroom resources.

Module 5 | Self-esteem

MODULE GOALS

- To understand the meaning of self-esteem.
- To understand the relationship between parents' and children's self-esteem.

WORKSHOP PLAN

- Check in

CHOOSE FROM ACTIVITIES BELOW

- ACTIVITY | *What is self-esteem?*—20 minutes
- ACTIVITY | *Increasing my child's self-esteem*—25 minutes
- ACTIVITY | *Caring for myself*—25 minutes
- Weekly evaluation
- Closing

BACKGROUND FOR FACILITATORS[1]

Children of all ages need a solid sense of their own value. They need to know that there is nobody else like them in the entire world—that they have certain abilities and talents—that their thoughts and actions do make a difference—and that the way they treat themselves and others is important. Nurturing a child's self-esteem is a part of a parent's job.

How do you build a child's self-esteem?

Children learn who they are through the words their parents use to describe them. A parent providing verbal encouragement and support does much to strengthen a child's confidence. This is something almost all parents do instinctively at the beginning, when their children are young. They praise a baby when she takes her first step, or tries to feed herself. They applaud those first words and encourage her to keep talking.

As children grow older, it may seem that it's sometimes easier to criticize than to praise. It's easy to forget that children need praise and encouragement at every stage—when they are babies, toddlers, young children, preteens, and teenagers.

Parents or caregivers play the greatest role in nurturing their child's self-image, but many other influences also affect how children feel about themselves: the child's physical growth, academic ability, athletic ability, teachers, hobbies outside school, and their peers. As children get older, their world outside the family has a larger impact upon them; but ultimately, it is what a parent believes and feels about a child that matters most.

Children who have a healthy sense of self-worth are more likely to remain positive and make good choices, even when events in their lives are frightening or overwhelming. Aside from the minor setbacks and disappointments every child experiences, there are often more serious issues to cope with. Good friends sometimes move far away. Someone a child loves may become ill, and die. A parent may have an addiction.

Parents can't always protect their child from hurtful experiences, but they can help their child feel more confident by doing and saying things that will strengthen feelings of self-worth. By showing children the good qualities they have inside, children will be better equipped to handle difficult, frustrating, or fearful situations.

Check In

OBJECTIVE Participants connect with other group members and practise acknowledging what they do well.

MATERIALS Group seating arranged in a circle.

TIMELINE 15 minutes

INSTRUCTIONS Large Group Activity—*Check in*

Participants and facilitators sit in a circle facing one another. Ask each participant to answer the question, "What is one thing you like about yourself today?"

ACTIVITY | What is self-esteem?

OBJECTIVE Participants work to develop a definition of self-esteem.

MATERIALS Flipchart, flipchart paper, and markers.

TIMELINE 20 minutes (10 minutes small group; 10 minutes large group)

INSTRUCTIONS Small Group Activity

Divide participants into small groups of three to five people. Give each group flipchart paper and markers. Ask them to respond to the questions:

1. What is self-esteem?
2. Where do you get self-esteem?
3. How do you increase someone else's self-esteem?

Give the groups five-minute warnings, allowing them enough time to brainstorm answers for the three questions.

Large Group Activity

Invite everyone back to large group. Ask each small group to report their answers. Identify similarities, and highlight original responses. Ask each participant:

- How do you think addiction has affected your self-esteem?
- What is one thing you could do for yourself, to increase your self-esteem?

ACTIVITY | Increasing my child's self-esteem

OBJECTIVE Parents plan how they can increase their child's self-esteem

MATERIALS HANDOUT—*Increasing my child's self-esteem*

TIMELINE 25 minutes

INSTRUCTIONS Individual Activity

Distribute HANDOUT—*Increasing my child's self-esteem.*

Review the handout with the large group and clarify any questions. Ask participants to complete the handout individually, focusing on specific ways they will help increase their child's self-esteem.

When done, ask each participant to identify one thing they will do to help increase their child's self-esteem.

ACTIVITY | Caring for myself

OBJECTIVE Participants plan ways they can care for themselves

MATERIALS HANDOUT—*Caring for myself*, recipes card, pencils

TIMELINE 25 minutes

INSTRUCTIONS Divide participants into small groups of three to five people. Tell participants that they will be exploring simple, easy to do ways they can care for themselves. The handout will provide some ideas but participants are free to choose their own.

Instruct the participants to choose 2 or 3 things from the handout or from their own ideas that they will do over the next few weeks. Write those things down on the recipe card to serve as a reminder.

After the activity is complete, bring everyone back to the larger group for the evaluation and closing.

Weekly evaluation

OBJECTIVE Participants will have the opportunity to provide feedback about the program

MATERIALS Weekly Evaluation Forms are found in Section 5. RESOURCES FOR THE PROGRAM.

TIMELINE 5 minutes

Closing

OBJECTIVE Participants clarify ways they will nurture and care for themselves

MATERIALS Recipe cards used in Activity Four

TIMELINE 15 – 20 minutes

INSTRUCTIONS Group Activity—*Closing*

Ask each person to read to the class one or more of the activities they have written on their card.

HANDOUT | Increasing my child's self-esteem

Parents can't always protect their children from hurtful experiences. But they can help their children feel more confident by doing and saying things that will strengthen the child's own feelings of self-worth. They can remind him of the qualities they see in him that make him able to handle difficult, frustrating, or fearful situations.

Talk to them

Children need to know that their parents love and appreciate them, no matter what may be happening in the world around them. If there are troubles in the family, children often think that they have somehow caused the problems. Parents can help their child build a stronger sense of self-worth by assuring him that adult problems are not his fault, and by telling him often that they love him.

1. *What is one way you can help your children know that they are not at fault even when life doesn't turn out the way it was supposed to?*

Be honest

Parents may sometimes allow their worries to affect the way they treat their child. When this happens, it helps if parents can apologize and explain to the child that their anger or impatience was wrong. All parents and caregivers make mistakes. Being emotionally honest with a child can be a tremendous relief to the child, and also to parents. No parent is perfect, just as no child is perfect.

2. *How can you be honest with your children about a mistake you have made?*

Set limits

Children need to feel secure and cared for. They need rules, routines, and consistent love from their parents. They need their parents to say "No," especially when they are feeling out of control. Children need to know that there are limits on what they can and cannot do. Setting limits says to children "You matter to me, and I care what happens to you."

3. *What is one way you can set clearer limits with your children? What would those be?*

Practise responsibility

Parents help their children gain a sense of responsibility and belonging by including them in some family discussions and decisions. Children need to practise making choices, and expressing their own opinions. They can help make decisions about family outings or the assignment of small household tasks. When parents encourage their children to participate, and then respect their opinion, they help their child to feel valued.

4. *How can you involve your child in family decisions?*

Communicate "I love you"

Children need to know their parents love them. Love is not just a feeling or a word, it is also an action. Parents show their love for their children in many ways—by protecting them, acknowledging their strengths, forgiving them their failings, and by believing in them. Parents are the biggest influence in their child's life, and their love and support make all the difference. When a parent shows their love every day in little ways, they are building their child's sense of identity and self-worth. They help their child to become stronger and more confident, and better equipped to cope with the problems in their world today, and more likely to make healthy choices in their future.

5. *How do you communicate "I love you" to your child in your actions?*

Parents first

Before a parent can nurture their child's self-esteem, they must nurture their own self-esteem. As difficult as it may be, parents must put themselves first. By doing this, it demonstrates to the child that the parent values themselves, and that it is accepted practice to nurture oneself. When parents or caregivers feel good about themselves, they are able to give more to their children.

6. *How do you take care of yourself?*

Life's choices

Children who feel neglected or unloved know that something big is missing from their lives. As they grow older, they may try to fill that emptiness by turning to alcohol, other drugs, or gambling. Children who know that they are loved and who have a strong sense of their own value as individuals have a better chance of leading happy and fulfilling lives, free from addictions.

7. *How can you increase your child's self-esteem?*

HANDOUT | Caring for myself

Write in your journal

Read a good book

Have a hot bath

Listen to music

Hit some golf balls

Take time to play

Imagine situations where you are successful. Hear and see youself. Notice how you feel.

Spend time with someone who makes you feel good

Change a negative thought to a positive one

Reward yourself when you do something new

Spend time with someone who believes in you

Treat yourself to an ice cream cone

Go for a walk

Make a date with yourself

Relax with a cup of herbal tea

Look at old photos

Go to the pool and sit in the hot tub

Accept a compliment with "Thank you"

Read a daily inspiration

Module 6 | Communicating with your child

MODULE GOALS:

- To assist parents in understanding the value of communicating effectively with their children.
- To improve communication between parent and child.
- To improve communication between parents.

WORKSHOP PLAN:

Check in

CHOOSE FROM ACTIVITES BELOW

- ACTIVITY | *Verbal/Non-verbal communications*—20 minutes
- ACTIVITY | *Listening*—20 minutes
- ACTIVITY | *Roadblocks to effective communication*—20 minutes
- ACTIVITY | *Voices from the past*—30 minutes
- ACTIVITY | *Role play*—25 minutes

Weekly evaluation

Closing

BACKGROUND FOR FACILITATORS

Communication is the cornerstone of our daily lives. It is a give-and-take experience that can manifest itself in different ways. Children and parents usually communicate in two specific ways—by using words and by using actions. Sometimes, parents believe that only their words matter, but for children, actions can speak louder than words. What a parent does often communicates more to a child than what he says.

When a parent says one thing, and then does something contradictory, it can be very confusing. For example, when a father says, "I'm not angry with your mother," but then starts yelling at Mom, it is confusing to a child who is watching. If a parent says, "I will quit using drugs for you, son!" and then keeps using, the message the son might perceive is, "You don't matter enough for me to stop using drugs." If a woman says "I love you" to her daughter, but then pushes her away when she needs a hug, the child learns not to believe her mother's words, and to doubt her own perceptions. Incongruent words and actions teach children not to trust themselves, and not to trust their parents.

There are some basic elements in communicating effectively that are important for recovering parents to understand. The first is very simple. In families with an active addict, the rule is "Don't talk;" but in healthy families, the rule is exactly the opposite—"Let's talk." Keeping secrets only serves to suppress the genuine expression of feelings that is essential for families to function effectively. In homes that have been affected by addiction, speaking truths and being honest about what is happening to the family is part of the healing process.

The second basic element in effective communication is active listening. Parents in recovery are often reluctant to listen and respond to their child's expression of any number of healthy emotions. There often is an attempt to reduce anxiety, by both the recovering parent and the co-dependent partner, by maintaining the "rule" that will create the most comfort for them: "Don't feel." This need to keep anxiety to a minimum results in attempts to stop children from expressing their feelings. While it may be difficult, parents need to not only listen to, but also acknowledge, their children's feelings.

The third basic element of communicating effectively is to be direct. An unhealthy pattern of communication is one where family members do not talk directly to each other about their thoughts and feelings, but rather speak to others about the "offending" person. Problems and issues are never communicated directly to the person that could successfully resolve the problem at hand. For example, a mother might tell her children about her dissatisfaction with her marriage. Or a son cries to his sister about his horrible relationship with his own father. Talking "behind each other's backs," and lying to each other's faces, perpetuates a pattern of looped communication that generates nothing but resentment, guilt, anxiety, and fear. The only way to resolve this is to have the courage to speak only to the person directly involved with the issue at hand, and not to speak to others who are not directly involved.

Learning to communicate clearly, directly, and honestly can be very difficult for parents, but for children, this is their natural inclination. Children act out their feelings, say what they see, and ask for what they need. In dysfunctional families, parents teach their children not to speak the truth, and not to behave according to how they feel.

The focus of this module is to encourage parents to become good or effective listeners for their children, to become more honest and congruent, and to trust themselves to be more direct in their communication with all members of the family.

Check in

OBJECTIVE Participants connect with other group members and practise expressing feelings by using non-verbal communication.

MATERIALS Feeling Chart

TIMELINE 15 minutes

INSTRUCTIONS Large Group Activity

Participants are asked to choose a facial expression from the Feeling Chart and demonstrate it to the group without using words.

The group members will guess which feeling is being demonstrated. When the feeling is identified, the participant acknowledges the correct answer, and it is the next person's turn.

Complete the activity by giving every participant a chance to express a feeling.

ACTIVITY | Verbal/nonverbal communications

OBJECTIVE Participants will become aware of the impact of non-verbal communication.

MATERIALS Chairs

TIMELINE 20 minutes: (5 minutes paired activity; 15 minutes large group)

INSTRUCTIONS Paired Activity

Pair off participants and instruct them as follows:

- One person must stand on a chair and is designated the "parent," facing their partner (the "child") standing in front of him/her.
- The "parents" must role-play a recent situation where they told their children to do something. Example: cleaning up toys, getting ready for school, or finishing supper.
- As much as possible, the "parents" should deliver their message in the same tone, and
  with the same posture they use with their children.
- Once they have finished, have the pairs switch places and repeat the activity.
- After this is done, come back to the large group.

Large group discussion questions:

1. What did it feel like to be the person standing on the chair?
2. What did it feel like to be the person being spoken down to?
3. What is the non-verbal communication like when you speak to your children?

ACTIVITY | Listening

OBJECTIVE Parents will practise identifying active listening responses.

MATERIALS HANDOUT—*Recognizing active listening*

TIMELINE 20 minutes (10 minutes small group; 10 minutes large group)

INSTRUCTIONS Small Group Activity

Break participants into groups of three or four and ask them to work together to complete HANDOUT—*Recognizing Active Listening*.

Large Group Activity

Come back to the large group to discuss the handout. Correct answers are:

1. (c)
2. (a)
3. (c)
4. (b)
5. (c)
6. (b)
7. (a)
8. (b)
9. (a)
10. (a)

Large group discussion questions:

1. How many did you get right?
2. Did you recognize any responses as what you would normally say?
3. What is active listening?
4. How difficult do you think this would be to do with your child?

ACTIVITY | Roadblocks to effective communication

OBJECTIVE Participants review "roadblocks" that may interfere with effective communication.

MATERIALS Flipchart, flipchart paper, markers, tape, and HANDOUT—*Roadblocks to effective communication.*

TIMELINE 20 minutes

INSTRUCTIONS Small Group Activity

Ask participants to review HANDOUT—*Roadblocks to effective communication.* In small groups, ask parents to tell each other their answers to these questions.

1. What communication roadblocks bother you the most, and stop you from talking?
2. What communication roadblocks do you believe stop your children from talking?

ACTIVITY | Voices from the past

OBJECTIVE Participants become aware of how their responses to their children may echo the responses they got from their own parents when they were children themselves.

MATERIALS HANDOUT—*Voices from the past.*

TIMELINE 30 minutes (10 minutes individual activity; 20 minutes large group activity)

INSTRUCTIONS Individual Activity

Participants complete the HANDOUT—*Voices from the past* and then are invited back to the larger group.

Large Group Discussion Questions

1. How did your response compare to your parents' responses?
2. Who are you more similar to, your mother or your father?
3. Were you happy with your response, or would you like to change your response?
4. What do you wish you could say instead?

ACTIVITY | Role play

OBJECTIVE Participants experience the impact of active listening.

MATERIALS None

TIMELINE 25 minutes (10 minutes small group; 15 minutes large group)

INSTRUCTIONS Paired Activity

Divide participants into pairs. Ask participants to recall a recent piece of news their children were excited to tell them. Playing the role of your child, tell this news to your partner. Listening partners should play the role of a disinterested parent. The people in each pair should get a chance to play both roles.

Bring participants back to the larger group.

Large Group Discussion Questions

1. What was it like to be the child?
2. What was it like to be the parent?
3. Did you learn anything about communication from this activity?

Weekly evaluation

OBJECTIVE Participants will have the opportunity to provide feedback about the program

MATERIALS Weekly Evaluation Forms are found in Section 5. RESOURCES FOR THE PROGRAM.

TIMELINE 5 minutes

Closing

OBJECTIVE Participants clarify ways they will nurture and care for themselves.

MATERIALS None

TIMELINE 15 minutes

INSTRUCTIONS Group Activity—*Closing*

Ask participants to respond to the following questions.

1. What is one thing you have learned today about your communication with your child?
2. What is one thing you are planning to do differently?

HANDOUT | Recognizing active listening

The following is a conversation between a parent and a child. After the child's statements, circle the letter (a, b, or c) of the parental response you believe most accurately reflects the feelings the child is experiencing.

1. CHILD: I wish I could get a cold once in a while like Barbie. She's lucky.

   PARENT:
   a. You feel you're sort of left out.
   b. You like to be sick.
   c. You're envious of Barbie.

2. CHILD: Yes, she gets to stay out of school and I never do.

   PARENT:
   a. You wish you could stay out of school more too.
   b. You wish she'd go to school more.
   c. You'd like the school to get after her.

3. CHILD: Yes I do. I don't like to go to school every day—day after day after day. I get sick of it.

   PARENT:
   a. But you know you should.
   b. But generally, you like school.
   c. You really get tired of school.

4. CHILD: Sometimes I just hate it.

   PARENT:
   a. That's pretty strong language.
   b. It's more than not liking it.
   c. You don't hate it, you "dislike" it.

5. CHILD: That's right, I hate the homework, I hate the classes, and I hate the teachers.

   PARENT:
   a. You must have received an "F" today! What happened?
   b. You'll never learn with that negative attitude.
   c. You just hate everything about school.

6. CHILD: I don't really hate all the teachers, just two of them. One of them I can't stand. She's the worst.

   PARENT:
   a. Maybe she isn't too fond of you either, do you ever consider that?
   b. You hate one in particular, huh?
   c. She couldn't be as bad as that.

7. CHILD: It's that Mrs. Barnes. I hate the sight of her. I got her for the whole year too.

PARENT: a. You're stuck with her for a long time.

b. Mrs. Barnes seems like such a lovely person.

c. I wish you'd try to like her—maybe she has problems at home.

8. CHILD: I don't know how I'll ever stand it. You know what she does? Every day we get a long lecture—she stands up there smiling like this (demonstrates) and tells us how a responsible student is supposed to behave, and she reads off all these things you have to do to get an "A" in her class. It's sickening.

PARENT: a. You'd better pay attention; that's what you're there for.

b. You sure hate to hear all that stuff.

c. If you were more responsible, you'd know how meaningful those things are.

9. CHILD: She makes it seem impossible to get an "A," unless you're some kind of genius.

PARENT: a. You feel defeated before you even start, because you don't think you can possibly get an "A."

b. I'll give you $5 for every "A" you get, that ought to motivate you.

c. I'd hoped you'd try harder this year.

10. CHILD: I'm not going to be one of those teacher's pets; the other kids hate them. I'm already not very popular with the kids. I just don't feel too many of the girls like me. (Tears)

PARENT: a. You're really upset about this.

b. You'd better forget about those girls and worry about your grades.

c. Well, if you cry about it all the time, no wonder! Nobody likes a crybaby.

HANDOUT | Roadblocks to effective communication[1*]

In order for communication to remain open and ongoing, there are some DON'Ts about communicating that we all need to be aware of. Most people are not aware that there are "roadblocks" but our gut tells us when we have been on the receiving end of a "roadblock." The following examples illustrate how powerful roadblocks can be in stropping communication.

1. Directing—Ordering—Commanding

Directing, ordering, and commanding can cut off any further communications, produce fright, or active resistance and rebellion. Most people resent this kind of communication.

"You must... ," "You have to... ."

2. Warning—Threatening

As with directing and ordering, warning and threatening responses may produce resentment, anger, resistance, and rebellion. This type of communication may cause the other to obey, but only out of fear. Such responses are like directing or ordering except they bring in the threat of using power. These responses invite "testing."

"You had better... ," "If you don't, then... ."

3. Moralizing—Preaching—Obliging

Moralizing is like directing and ordering except that people who use this type of communication drag in "duty" and some vague external authority. Their purpose is to make the other feel guilty or to feel an obligation. Other people sense the pressure of such messages, and frequently resist and dig in their heels. Such messages also communicate lack of trust.

"You should... ," "You ought... ," "It is your duty... ," "It is your responsibility... ," "You are required... ," and "You are not wise enough."

4. Persuading with logic—Arguing—Instructing—Lecturing

These messages provoke defensiveness and often bring on counter-arguments. They may also make the other person feel inferior because they imply your superiority. Persuasion, more often than not, simply makes the other person defend his own position more strongly. Having logic on your side does not always bring forth compliance or agreement.

"Do you realize... ," "Here is why you are wrong... ," "That is not right... ,"

"The facts are... ," and "Yes, but... ."

* From *Parent effectiveness training by* Gordon, Thomas, 1970, USA: McKay, a Division of Random House Inc. Copyright 1970 by McKay, a division of Random House Inc. Used with permission.

5. Advising—Recommending—Providing Answers or Solutions

It is not true that people always want advice. Advice implies superiority and can make the other person feel inadequate and inferior, "I should have thought of that." The other person may respond to advice with resistance and rebellion—"I don't want to be told what to do. Let me figure it out by myself." Failure to follow advice may make the other person feel guilty or that they have let someone down. If the advice does not seem sound, he then has to argue against it and spend time dealing with it rather than thinking up his own solutions. Advice can also make people dependent; it does not encourage their own creative thinking.

"What I would do is…," "Why don't you…," "Let me suggest…,"

"It would be best for you…."

6. Evaluating—Judging Negatively—Disapproving—Blaming—Name Calling—Criticizing

More than any other type of message, this makes the other person feel inadequate, inferior, incompetent, bad, or stupid. It can make them feel guilty, too. Nobody likes to be wrong. Evaluation cuts off communication so that the receiver thinks, "I won't tell them what I feel if I am going to get judged." Remember the adage, "Judge not, lest you be judged."

"You are bad." "You are lazy." "You are not thinking straight."

"You are acting like a fool." "Your hair is too long."

7. Praising—Judging or Evaluating Positively—Approving

Praise and positive evaluation may not always have the effects we have generally assumed. Then, too, when we frequently judge positively, the sense of it in particular situations can be interpreted as a negative judgment. The receiver might think, "You haven't said anything nice about my hair; you must not like it." Often, the other person feels manipulated, and thinks, "You're just saying that to get me to study more." Positive evaluation can embarrass, or imply that you know what is good and bad.

"You're a good boy." "That's nice to do."

8. Supporting—Reassuring—Excusing—Sympathizing

We often send these messages without understanding they can have negative effects. To reassure may make the other person feel that you don't understand—"It is easy for you to say that, but you don't know how scared I am." Supporting messages can also convey the sense that you are not comfortable accepting difficult feelings. If things do not turn out all right, then he can feel resentful toward you for your reassurances, and for misleading him.

"It's not so bad." "You'll feel better." "That's too bad."

9. Diagnosing—Psychoanalyzing—Interpreting—Reading In—Offering Insights

To tell a person what his problem is can be very threatening—"She always thinks she knows what I'm feeling." Playing "psychoanalysis" with others is wrong, especially without permission; if you are right in your analysis, the person can feel exposed, naked, trapped. This message implies that you are superior and know more.

"What you need is... ," "What's wrong with you is... ," "You don't really mean that."

"I know what you need." "Your problem is... ,"

10. Questioning—Probing—Cross Examining—Prying—nterrogating

The response to probing is often defensiveness—feeling like you're in the witness stand. Many questions are threatening because the other person doesn't know why you are questioning him. Questioning can convey lack of trust, suspicion, or doubt. The receiver might think, "You don't need to ask me if I know the way—I've been there before." When you ask questions, they imply that you are gathering information so that you can solve the problems rather than let the other person solve it for himself. Questions drastically restrict the range of what people might say if allowed to speak spontaneously.

"Why"... ?" "Who... ?" "Where... ?" "What... ?" "How... ?" "When... ?"

11. Diverting—Avoiding—Bypassing—Digressing—Shifting

Such responses make people feel you're not interested. They may feel you don't want to understand. They communicate lack of respect. Such responses can make a person feel rejected.

"Let's not talk about it now." "Not at the dinner table." "Forget it." "That reminds me." "We can discuss it later."

12. Kidding—Teasing—Making Light Of—Joking—Using Sarcasm

Such responses can make a person feel rejected. They often will make the person angry or feel you don't understand how badly or how seriously he feels about something. Responses such as these often stem from hostility; consequently, they provide counter-hostility.

"Why don't you burn down the school"? "When did you read a newspaper last"?

HANDOUT | Voices from the past

To further understand our communication behaviours, it is helpful to identify the kind of communication patterns we experienced in our families while growing up. Some of us experienced a "no nonsense" approach from our parents—"Do as I say and don't ask questions!" Some of us experienced parents who believed it really didn't matter what you did as long as you didn't rock the boat or create a fuss. Some of us lived in families where everything was talked out, everyone contributed to the conversation, and everyone was heard.

Most of us experienced family communication somewhere in the middle, sometimes the "no nonsense" approach, sometimes "easy come easy go" and sometimes there was total family involvement.

It is important to understand the "voices" we hear from the past when we encounter a situation in our own family. Children make demands, question our authority, and test our abilities as parents. Without intending to, we often react in the same way we heard our parents respond when we were young.

Exercise

The following questions will provide you with some conversation starters and offer you the opportunity to reflect on what kinds of responses you heard as a child.

This exercise also will provide you with situations that may be similar to those you face as a parent.

Assume these responses were made by you at around age 11. Then, consider what you would say if you were the parent of an 11-year-old today.

1. You—"I'm sick of practising piano and taking lessons! I want to quit."

Your mother's response:

Your dad's response:

Your response as a parent today:

2. You—"I hate school, that teacher always picks on me, I'm never going back to her class again!"

Your mother's response:

Your dad's response:

Your response as a parent today:

Module 7 | Ages, stages, and family roles

MODULE GOALS

- To gain a greater awareness of the developmental stages and developmental tasks of children.
- To understand the appropriate parenting tasks for each different developmental stage.
- To identify five roles that family members play to keep the family system intact.

WORKSHOP PLAN

Check in

CHOOSE FROM ACTIVITES BELOW

- ACTIVITY | *Family portrait*—30 minutes
- ACTIVITY | *Developmental stages*—30 minutes
- ACTIVITY | *Roles in families*—30 minutes

Weekly evaluation

Closing

BACKGROUND FOR FACILITATORS

Stages of child development

An entire field of study called Child Developmental Psychology explores the various theories about how human beings grow, and investigates what role child development plays in affecting adult behaviours.

A developmental stage is a distinct segment of growth, usually identified by the completion of specific goals, and roughly corresponding to a specific age range. It is believed that while not all children develop at the same pace, they do all grow through the same stages in the same sequence. Stages cannot be skipped over and the natural pace of growth cannot be artificially modified.

One of the most famous developmental psychologists is Erik Erikson[1] (1902-1994), who theorized that there are eight psychosocial stages to every human's life. Each stage is characterized by a specific crisis that the individual must resolve in one of two ways, either positive or negative, in order to pass on to the next stage. The cumulative effect of these resolutions shapes who a person becomes. Erikson's eight developmental stages and their corresponding crises are:

1. Infancy—age newborn to one—Trust vs. Mistrust
2. Toddler—age one to two—Autonomy vs. Shame and Doubt
3. Early Childhood—age two to six—Initiative vs. Guilt
4. Elementary and Middle School years—age six to twelve—Competence vs. Inferiority
5. Adolescence—Age 12 to 18—Identity vs. Role Confusion
6. Young Adulthood—Age 19 to 40—Intimacy vs. Isolation
7. Middle Adulthood—Age 40 to 65—Generativity vs. Stagnation
8. Late Adulthood—Age 65 to death—Integrity vs. Despair

As developmental psychologists have worked to understand the impact of parental responses on a child's development, many more theories have developed building upon work done by early theorists like Erikson.

In their book *Growing Up Again*[2] (1989), authors Jean Illsley Clarke and Connie Dawson also describe stages of development, and the helpful and unhelpful parental behaviours that can accompany those stages. Their work, summarized in HANDOUT—*Helpful Parental Behaviours for Each Developmental Stage*, links parental behaviour to child development, and emphasizes the importance of healthy familial relationships in the growth of children. Clarke and Dawson also identify the tasks required of the child at different ages and stages.

Family roles

Children in families that are affected by substance abuse and/or gambling develop coping mechanisms that affect each member of the family. Implicit and/or explicit "rules" are formed (see Module 2). Moreover, each member of the family assumes a primary "role" in order to compensate for, and lessen the impact of, the addictive behaviour. Unfortunately, these roles are often beyond the capability of the child to comprehend at their current developmental stage. It is important for parents in recovery to gain a better understanding of the roles their children are able to fill, based on a realistic assessment of their child's developmental capacity and needs.

A spouse or partner of an addicted person often takes on a role described in the literature as an "enabler" or "co-dependent." In this role, the partner attempts to protect the addict and the family from any harmful consequences related to the abuse. This behaviour, although well meant, is counter-productive; by eliminating any potentially negative repercussions to the abuser and the family, it becomes easier for the addict to maintain his addiction. Gradually, more time is spent focused on the addictive behaviour and less time is spent with the children of the family.

When time and attention are taken away from children in a family, they often adapt by learning to take care of each other. Although every family's experience with addiction is unique, it is typical for one child to become the substitute parent for the family, assuming the responsibilities of caring for siblings and other duties left untended by their parents. It is also likely that children may act out, withdraw from the world around them, or deal with their frustration and pain through humour.

Roles in dysfunctional families identified by Claudia Black[3] (2001) and others are summarized in the following list:

1. The Responsible Child or Hero—takes care of others and assumes the role vacated by the co-dependent parent.
2. The Scapegoat—behaves defiantly and destructively; draws "helping" attention to the family, while distracting from the real cause of concern.
3. The Lost Child—disappears into the quiet places of the family, coping in solitude on the periphery of the chaos and tension.
4. The Clown or Mascot—acts to reduce tension in the family by providing comic relief; laughs instead of cries; searches for humour in all situations.

Check in

OBJECTIVE Participants connect with other group members and reflect on how they are feeling tonight.

MATERIALS Group seating arranged in a circle.

TIMELINE 15 minutes

INSTRUCTIONS Large Group Activity—*Check in*

Participants and facilitator(s) sit in a circle facing each other. Ask each participant to answer the question, "What is one thing you like about yourself today?"

ACTIVITY | Family portrait

OBJECTIVE Participants assume their child's point of view, and complete a family portrait.

MATERIALS Paper, markers, crayons, or other drawing media.

TIMELINE 30 minutes (10 minutes task; 20 minutes discussion)

INSTRUCTIONS Small Group Task

Divide participants into small groups. Instruct participants as follows:

"Think of yourself as one of your children. In that role, each of you should draw a picture of what your family looks like."

Small Group Discussion

Have participants stay in the small group and take turns so that each participant has an opportunity to show his or her picture with to group. Use the following discussion questions to debrief the activity.

1. Which child did you "become" in the role-play?
2. Why did you choose that child?
3. What did you learn about yourself?
4. What did you learn about your child?

ACTIVITY | Developmental Stages

OBJECTIVE Parents learn age-appropriate tasks and helpful parental behaviours to support these tasks.

MATERIALS HANDOUT—*Helpful parental behaviours for each developmental stage.*

TIMELINE 30 minutes

INSTRUCTIONS Large Group Lecture

Provide a short lecture on the six stages of development. List Stages 1 to 6 on a flipchart.

Small Group Activity

Divide participants into small groups, based on the stages most relevant to them and their children. One group may be for parents with children aged newborn to three years, another from three to six years, and another from six to twelve years and older.

Ask the groups to consider the following discussion questions:

1. What stage is your child in, and what is he/she supposed to be doing at this particular stage?
2. Can you identify unhelpful behaviours listed here?
3. Can you identify helpful behaviours listed here?
4. What does your child ask of you?
5. Are you able to give your child what he/she asks for?
6. Have you had expectations of your child that might be beyond his or her ability?
7. What is one behaviour listed on the handout that you will try to do more of with your child in the next week?

Let participants know that these descriptions are a snapshot of the developmental stages. Encourage them to pursue further reading/discussion with other parents about these stages.

ACTIVITY | Roles in families

OBJECTIVE Parents gain a greater awareness of the roles that they and their children have assumed to compensate for the addictive behaviour.

MATERIALS HANDOUT—*Family roles*; flipchart, flipchart paper, markers, and tape.

TIMELINE 30 minutes (20 minutes small group; 10 minutes large group).

INSTRUCTIONS Small Group Activity

List the names of the "roles" in dysfunctional families on a flipchart and display for all the participants to see. Divide participants into small groups. Assign a role (or roles) to each group, and ask participants to brainstorm what behaviours might fit with that role.

Large Group Activity

Come back to the large group. Ask each small group to report to the larger group.

Use HANDOUT—*Family roles*, which includes the description for each role, and review the descriptions with the larger group. Compare these descriptions with the responses from the small groups.

Weekly evaluation

OBJECTIVE Participants will have the opportunity to provide feedback about the program

MATERIALS Weekly Evaluation Forms are found in Section 5. RESOURCES FOR THE PROGRAM.

TIMELINE 5 minutes

Closing

OBJECTIVE Participants identify something significant to summarize their experience in the group.

MATERIALS None

TIMELINE 15 minutes

INSTRUCTIONS Large Group Activity—*Closing*

Ask participants to identify one thing that was helpful for them tonight.

HANDOUT | Helpful parental behaviours for each developmental stage[4*]

STAGE 1: BEING, birth to six months

Stage 1 (BEING) is when the child decides to be: to live, thrive, trust, call out, have needs met, expect to have needs met, and be joyful.

Helpful Parental Behaviours

- Provide loving, consistent care.
- Respond to infant's needs (she won't become "spoiled").
- Think for baby.
- Get help when unsure of how to care for baby.

STAGE 2: DOING, from six months to eighteen months

Stage 2—the "DOING" stage—is a powerful time when it is important for the child to decide to trust others, trust that it is safe to explore, and to trust that his or her senses are providing accurate information about their world. It is important for the child to get support while doing all these things.

Helpful Parental Behaviours

- Continue to offer love.
- Provide a safe environment.
- Say "Yes" two times for every time you say "No."
- Talk to child a lot.

STAGE 3: THINKING, from eighteen months to three years

In order to separate from parents, children must learn to think and solve problems. Learning to express and handle feelings is also important.

Helpful Parental Behaviours

- Continue to offer cuddling, love, safety, and protection.
- Give simple, clear directions child can follow; encourage and praise achievement.
- Set reasonable limits and enforce them.
- Teach options for expressing feelings to replace hitting or biting.

STAGE 4: IDENTITY and POWER, from three years to six years

This stage is about learning and the activities that help the child establish an individual identity, learn powerful skills, and figure out roles in relationships.

Helpful Parental Behaviours

- Let the child continue to explore the world of things, people, ideas, and feelings.
- Give honest answers to questions.
- Provide appropriate positive and negative consequences for actions.
- Use language that is clear about who is responsible for what.
- Encourage child's fantasies and separation of fantasy and reality.

STAGE 5: STRUCTURE, from six years to twelve years

In this stage, children learn about the need for rules and the freedom that come from having appropriate rules. Another task of this stage is acquiring many kinds of skills.

Helpful Parental Behaviours

- Point out that you continue to care for the child even when child disagrees with you.
- Promote the separation of reality from fantasy by encouraging child to accurately report what he says and does.
- Allow child to experience the natural consequences for actions and choices.
- Teach problem-solving skills.

STAGE 6: IDENTITY, SEXUALITY, AND SEPARATION, from twelve years to nineteen years

Helpful Parental Behaviours

- Accept all of the adolescent's feelings as expressed, and talk about what it was like when you had similar feelings.
- Be clear about your position on drug use and sexual behaviours.
- Encourage growing independence and accept the identity that the adolescent is forging. (This may be different from the parent's expectations or dreams for the child.)

* From *Growing up again: Parenting ourselves, parenting our children* by Clarke, J.I. and Dawson, C., 1998, 2nd edition. Center City, MN: Hazelden. Copyright 1998 by Hazelden. Used with permission.

HANDOUT | Family roles[5*]

The roles played by each person in a family are related to his or her position in the family, not necessarily to personality factors. Five basic roles play out in the family. These are called: the Enabler, the Hero, the Scapegoat, the Lost Child, and the Mascot.

The enabler

The non-addicted parent generally plays the Enabler. This person tries to preserve family income, reputation, and relationships. The Enabler often steps in to protect the addict from negative consequences. As the addict's behaviour increases, the Enabler steps in more often and with more elaborate protection. This behaviour is designed to soften and deflect.

The hero

The oldest son or daughter usually plays the Hero. The Hero is helpful inside and outside the family circle. He or she provides moments of hope and pride for the family. The Hero learns that the best way to stay out of trouble is to be very, very good. The family rules for how to be good get clearer as he or she gets older. The rules are not spoken but he/she learns to keep negative feelings to herself, to give people what they want, to express a lot of positive feelings, not to talk to outsiders about what happens in the family, and not to talk about the parent's addiction.

The scapegoat

The Scapegoat learns to get his or her needs met by putting on the black hat. Negative attention is better than no attention. Because emotions are bottled up the Scapegoat is attracted to other youngsters who are acting out their frustrations. The Scapegoat's behaviour can best be explained by viewing it as a reverse image of the Hero's. The Hero has carved out a mask to fit his or her role and the Scapegoat has to find a place in the space that was left. Where the Hero is good and responsible, the Scapegoat behaves badly and irresponsibly.

The lost child

The Lost Child does not try to force his or her way into the action or resort to some attention-getting tactics, and instead simply retires to the wings. He or she becomes a loner, looking after his or her needs and staying out of everyone's way. He or she finds more comfort in the privacy of his or her own company.

The mascot

The Mascot is usually a latecomer, and is most often the youngest child. Many Mascots learn while only toddlers that showing off can bring rewards. They have only to start their antics and everyone laughs. They can release pent-up energy and get some positive attention. So, the Mascot resorts to clowning every time life presents him or her with a difficult situation. He or she becomes the class clown and as the Mascot gets older, he or she becomes the life of the party.

* From *It will never happen to me!: Growing up with addictions as youngsters, adolescents, adults* by Claudia Black, 2001. Center City, MN: Hazelden. Copyright 2001 by Hazelden. Used with permission.

Module 8 | Discipline versus punishment

MODULE GOALS

- To understand the difference between discipline and punishment.
- To identify and practise positive discipline techniques.
- To reduce the use of physical punishment.

WORKSHOP PLAN—divided into 2 sessions

Session 1

Check in

CHOOSE FROM ACTIVITIES BELOW

- ACTIVITY | *Definitions*—25 minutes
- ACTIVITY | *Self-discipline*—30 minutes
- ACTIVITY | *Four ways of parenting*—35 minutes

Weekly evaluation

Closing

Session 2

Check In

CHOOSE FROM ACTIVITIES BELOW

- ACTIVITY | *Misbehaviour*—20 minutes
- ACTIVITY | *Choosing techniques for discipline*—20 minutes
- ACTIVITY | *My child and rules*—30 minutes

Weekly evaluation

Closing

BACKGROUND FOR FACILITATORS

There is a difference between discipline and punishment, and positive parenting focuses on discipline. To discipline is to teach. And what a child needs to be taught is how to function as an emotionally healthy, responsible adult. Good discipline teaches children self-discipline, so they will know what needs to be done, even when the parent is not there. This takes practice.

Punishment is to motivate good behaviour by threatening harm. Punishment is based upon fear.

When addiction enters the family, it becomes difficult to focus on the natural parental role. Parents focus their time and attention on the addictive behaviour rather than on their children. At the same time, parents worry that unless their children's behaviour is tightly controlled, they might grow up and "make the same mistakes we've made." This combination often leads parents to administer punishment, usually in an unpredictable and inconsistent manner, rather than administering positive and constructive discipline.

These parents fail to realize that children are not born to live under the constant burden of their parents' failings. They are born to live their own lives—to make their own mistakes, to learn from them, pursue their own dreams, and find their own paths. This is impossible for children to do if they are constantly living in the shadow of their parents' fears. In addition, an addictive home in which punishment is the primary mode of correction has a much higher likelihood of leading to child abuse.

Discipline principles

1. Teach your child. Children need to be shown what to do. They need to know how to be successful in any task. They cannot read your mind.
2. Believe in your child. Every child has the capacity to be anything. If you believe this, then they will too, and they will try hard to do the right thing.
3. Keep your child safe. Children need limits, they need kindness, and they need your strength. When a child is safe, he or she is free to learn.
4. Be patient. Be patient with yourself and with your child. You both need to make mistakes, learn from them, and be willing to try again.

How to teach independence

1. Give choices. Let your child practise making decisions, and let the decisions stick.
2. Reward positive behaviour. It is just as important for a child to know what he did right as what he did wrong. Let your child know when he has done something you like.
3. Ignore negative behaviour. If possible, try not to give negative behaviour much of your attention. Acknowledging a behaviour has a tendency to increase the likelihood of that behaviour reoccurring.

How to build credibility

1. Say what you mean. Clearly and directly, say what you want your child to do, and what you will do if the child does not comply.
2. Mean what you say. Do not say you will do something that you cannot or will not do.
3. Do what you say you were going to do. Follow through and do exactly what you said you would do.

DEFINITIONS OF THE "FOUR WAYS OF PARENTING"[1]

1. Nurturing

The nurturing parent invites others to get their needs met; offers to help; and gives permission for others to do things well, to change, and to win. The nurturing parent affirms!

The nurturing parent recognizes and validates other family members as

- being important
- being self-determining and having goals
- being not intentionally hurtful or destructive
- being lovable and capable
- having strengths
- having capacity to grow
- practising self-control.

The nurturing parent gives messages about personal reactions to the behaviour of other family members by using "I" messages. The nurturing parent uses touch to say, "I'm with you." A nurturing parent may be described as being gentle, caring, and supportive.

2. Marshmallowing

The marshmallowing parent sounds supportive, but really invites dependency.
The marshmallowing parent gives permission to fail. The marshmallowing parent negates!

This type of parent judges the other family members as being weak and inadequate,
and
as lacking

- strengths
- self-control
- self-determination
- the ability to learn.

The marshmallowing parent blames other people, situations, or fate. This type of parent uses "you" messages such as, "You poor thing. I'll do it for you. You must have had an unlucky day. There is nothing you can do."

The marshmallowing parent enables self-destructive behaviour. This type of parent wishes for magic. The marshmallowing parent carries other family member's burdens, or accepts responsibility for other peoples' feelings. A marshmallowing parent may be described as one who smothers, subtly destroys, and is sticky and patronizing.

[1] From *Self-esteem: A family affair* by J. I. Clarke, 1978, Minneapolis, MN: Winston Press. p. 14. Copyright 1978 by Winston Press. Reprinted with permission.

3. Structuring

The structuring parent shows or tells how to do things well, change, and win. The structuring parent affirms! The structuring parent supports other family members as growing people who are capable and are building on their strengths. The structuring parent affirms by

- offering choices
- exploring alternatives and consequences
- advocating traditions and ethics
- asking for preferred behaviour
- setting up conditions so the others can be successful
- removing obstacles
- offering appropriate incentives
- telling or showing ways to build skills
- providing for practice and feedback
- negotiating contracts and goals.

The structuring parent asks people to state what they want or need in a problem situation and may be described as someone who: is assertive, sets limits, demands performance, and offers tools.

4. Criticizing

The criticizing parent ridicules and teases in a downplaying way. This type of parent shows or tells how to fail. The criticizing parent negates!

The criticizing parent judges the other family members as unacceptable by

- blaming and finding fault
- comparing the person with others
- using global words such as "You always..." or "You never..."
- labelling or name calling
- using "Why" questions to accuse or trap the other
- offering no solutions.

The criticizing parent encourages a person to do poorly or to perform self-destructive acts. They use touch in hurtful or punishing ways and use humour that is caustic, sarcastic, or cruel.

The criticizing parent may be described as: harsh, hurtful, blaming, shaming, and discouraging.

Check In – Session 1 of Module 8

OBJECTIVES Participants reconnect with the group and focus on something they did well.

MATERIALS Seating arranged in a circle.

TIMELINE 15 minutes

INSTRUCTIONS Large Group Activity

Ask participants to relate to the group one positive experience they had with their child(ren) this past week.

ACTIVITY | Definitions

OBJECTIVES Participants generate definitions of discipline and punishment.

MATERIALS Flipchart, flipchart paper, and markers.

TIMELINE 25 minutes (10 minutes flipchart activity; 15 minutes discussion)

INSTRUCTIONS Large Group Flipchart Activity

Invite a participant to record the activity on the flipchart.

Ask parents to define the word "punishment" as it relates to parenting. Record responses on the flipchart exactly as the group states them.

Ask participants to define the word "discipline" as it relates to parenting. Record responses on the flipchart exactly as the group states them.

Large Group Discussion

Use the following questions to guide the large group discussion.

1. What are the main differences between discipline and punishment?
2. Which one teaches children how to be responsible?
3. Which one teaches children to be afraid?
4. What are some ways that you discipline your child?
5. What are some ways that you punish your child?

ACTIVITY | Self-discipline

OBJECTIVES Participants explore the concept of self-discipline.

MATERIALS Flipchart, flipchart paper, markers.

TIMELINE 30 minutes

INSTRUCTIONS Large Group Activity—*Self-discipline*

Definition: Self-discipline is the ability within an individual to set his own limits, do the right thing when it needs to be done, and take responsibility for his own behaviour.

Write the following questions on flipchart paper, put them up on the wall for the group to view, and discuss:

1. How did the adults in your life help you learn?
   - What did they say? (words)
   - What did they do? (actions)
2. How did the adults in your life help you learn how to do better?
   - What did they say? (words)
   - What did they do? (actions)
3. How did the adults in your life help you learn right from wrong?
   - What did they say? (words)
   - What did they do? (actions)
4. What do you do to help your child learn?
5. What is one way you can you teach your child self-discipline?

ACTIVITY | Four ways of parenting*

OBJECTIVES Parents recognize different styles of parenting, and identify which style they use.

MATERIALS HANDOUT—*Four Ways of Parenting* chart and exercise.

TIMELINE 35 minutes: (10 minutes chart; 15 individual exercise, 10 minutes large group discussion)

INSTRUCTIONS Individual Activity—*Four ways of parenting*

Distribute HANDOUT—*Four ways of parenting* chart and exercise. Review the chart, explaining the different parenting styles: Nurturing, Marshmallowing, Structuring, and Criticizing.

Allow participants time to complete their answers on the exercise handout.

Large Group Activity—*Discussion*

After the exercise has been completed, ask the group at large the following discussion questions:

1. What type of parenting best describes you?
2. Is your parenting style different when you are feeling stressed or anxious?
3. How do you parent when you are afraid?
4. What is one thing you think you might change?

Weekly evaluation

OBJECTIVES Participants will have the opportunity to provide feedback about the program

MATERIALS Weekly Evaluation Forms are found in Section 5. RESOURCES FOR THE PROGRAM.

TIMELINE 5 minutes

Closing

OBJECTIVES Participants identify something significant to summarize their experience in the group.

MATERIALS None

TIMELINE 15 minutes

INSTRUCTIONS Large Group Activity—*Closing*

Ask participants to identify one thing that was helpful for them tonight.

* From *Self-esteem: A family affair* by J. I.Clarke, 1978. Minneapolis, MN: Winston Press. Copyright 1978 by Winston Press. Reprinted with permission.

Check In – Session 2 of Module 8

OBJECTIVES Participants reconnect with the group and focus on something they did well.

MATERIALS Seating arranged in a circle.

TIMELINE 15 minutes

INSTRUCTIONS Large Group Activity

Ask participants to relate to the group one positive experience they had with their child(ren) this past week.

ACTIVITY | Misbehaviour

OBJECTIVES Participants explore the many different reasons for children's misbehaviour.

MATERIALS HANDOUT—*Reasons for misbehaviour*; pens or pencils.

TIMELINE 20 minutes

INSTRUCTIONS Small Group Activity—*Misbehaviour*

Divide parents into small groups. Ask participants to think of the most recent instance of misbehaviour by one of their children.

Distribute HANDOUT—*Reasons for Misbehaviour* and ask participants to review the questions, answering "Yes," "No," or "Maybe" in each row.

Ask participants to relate their responses within each small group.

ACTIVITY | Choosing techniques for discipline

OBJECTIVES Parents explore different techniques or options for discipline.

MATERIALS Flipchart, flipchart paper, and markers; HANDOUT—*Discipline basics*.

TIMELINE 20 minutes

INSTRUCTIONS Group Activity—*Suggestion circle*

Ask a parent to tell the group about a discipline challenge they are presently facing. Using HANDOUT—*Discipline basics* for guidance and clues, ask the group to imagine other ways of handling the challenge.

Continue with new challenges faced by other parents in the group for as long as time permits.

ACTIVITY | My child and rules

OBJECTIVES Participants critically assess their own discipline techniques.

MATERIALS Flipchart, flipchart paper, and markers.

TIMELINE 30 minutes (20 minutes small group; 10 minutes large group).

INSTRUCTIONS Small Group Activity—*Discussion*

- Write the following questions on a flipchart.
- Break into small groups and ask participants to answer these questions.
- Come back to the large group for open discussion.

1. How is my child learning that rules are made to keep her safe and to help her?
2. When my child is doing, again, something I wish she would not do and there are natural consequences that would not be hurtful, do I let her experience and learn from some of those natural consequences?
3. What are some of the natural consequences that I let her learn from and some that I shield her from?
4. How do I let her learn to deal with results of her own behaviour and her discomfort over other people's responses?
5. How do I try to protect her from all discomfort and still teach her that she is responsible for her misbehaviour?
6. How does my method of discipline help me connect with my child?
7. How does my intervention focus on my child's behaviour in a way that agrees with our family values?

Weekly evaluation

OBJECTIVES This will allow participants to provide feedback about the program

MATERIALS Weekly Evaluation Forms are found in Section 5. RESOURCES FOR THE PROGRAM.

TIMELINE 10 minutes

Closing

OBJECTIVES Participants will summarize their experience and close the module.

MATERIALS Seating arranged in a circle.

TIMELINE 15 minutes

INSTRUCTIONS Large Group Activity—*Closing*

Ask parents to state what was helpful about this session, and mention one thing they will try to use during the next week that they could tell the group at the next session.

HANDOUT | Four ways of parenting*

1. Nurturing

The nurturing parent invites others to get their needs met; offers to help; and gives permission for others to do things well, to change, and to win. The nurturing parent affirms!

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- strengths
- self-control
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- the ability to learn.

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The criticizing parent may be described as harsh, hurtful, blaming, shaming, and discouraging.

HANDOUT | Four ways of parenting*

Exercise

1. Think of nurturing behaviours that you have used in your relationships. List several examples of how you have been successful using nurturing.

2. Consider how you might use marshmallowing behaviour in your relationships. List two examples.

3. Think about how you can change marshmallowing to nurturing. Write yourself some reminders about how to make this change.

4. Be aware of how you use structuring in your relationships. List several examples of how you have been successful in using structuring.

5. Think of how and when you use criticizing in your relationships. List some examples.

6. Think about how you can change critical behaviour to structuring behaviour. Write yourself some reminders about how to make this change.

* From *Self-Esteem: A Family Affair* J. I.Clarke, 1978. Minneapolis, MN: Winston Press. Copyright 1978 by Winston Press. Used with permission.

HANDOUT | Reasons for misbehaviour[2*]

Here are some of the reasons for misbehaviour that parents have discovered. You can probably add to this list. When your child misbehaves, especially if you can't see a reason why, try using this checklist. Of course, trust your own judgment and make your own decisions, but it frequently helps to get input from other people who may see things we don't notice. Ask yourself, could this be the reason for this particular misbehaviour?

YES NO MAYBE

- ❑ ❑ ❑ Does this child have a health problem? Does she not feel well, hear well, or not see well?
- ❑ ❑ ❑ Is this child not getting enough sleep? Fatigue can cause a child to have a behavioural meltdown.
- ❑ ❑ ❑ Does he eat the foods his body needs? When toddlers and young children misbehave, look first at their diet. When they are grumpy, consider that they might be hungry.
- ❑ ❑ ❑ Is this child overscheduled or does she not have the time or skills required to manage the many transitions in her day? Young children who were happy at home and are put in daycare before they are mature enough to handle the many transitions such a situation involves often respond with fussiness, sleep disruption, or loss of appetite. Too little sleep, drop in grade level, and surliness toward family members may be symptoms of overscheduling of older children.
- ❑ ❑ ❑ Is this child sad, angry, embarrassed, frustrated, or confused about something?
- ❑ ❑ ❑ Are my expectations too advanced for the child's age or developmental level?
- ❑ ❑ ❑ Has my structure been so lax or inconsistent that the child doesn't believe or realize that there are rules that need to be followed?
- ❑ ❑ ❑ Has my structure been so tight, my rules so rigid, that my child is rebelling against unnecessary restrictions?
- ❑ ❑ ❑ Does this child not understand the rule; does he not believe it is a rule because others don't follow it; or does he not see any sense in the rule?
- ❑ ❑ ❑ Have I unwittingly or deliberately set up competition for love and attention within the family?
- ❑ ❑ ❑ Do conflicts between family members escalate because I need better conflict resolution skills?
- ❑ ❑ ❑ Is there stress in the family system due to the arrival of a new child, illness, job loss, addiction, dissension, divorce, or for other reasons? Children know when something stressful is going on, even if the adults don't talk about it or when adults insist that it is not a big deal. Children often express that stress for the family by doing things that are hurtful, disruptive, or look dumb.
- ❑ ❑ ❑ Does this child have an extraverted nature and need more interaction with other people?

* From *Connections: the threads that strengthen families* by J. I. Clarke, Centre City Minn. Copyright 1999 by Hazelden. Used with permission.

HANDOUT | Discipline basics

There is a difference between discipline and punishment, and positive parenting focuses on discipline. To discipline is to teach. And what a child needs to be taught is how to function as an emotionally healthy, responsible adult. Good discipline teaches children self-discipline, so they will know what needs to be done, even when the parent is not there. This takes practice. Punishment is an attempt to motivate good behaviour by threatening harm. Punishment is based upon fear and is a negative parenting technique.

Discipline principles

1. Teach your child. Children need to be shown what to do. They need to know how to be successful in any task. They cannot read your mind.
2. Believe in your child. Every child has the capacity to be anything. If you believe this, then he will too, and he will try hard to do the right thing.
3. Keep your child safe. Children need limits, they need kindness, and they need your strength. When a child is safe, he is free to learn.
4. Be patient. Be patient with yourself and with your child. You both need to make mistakes, learn from them, and be willing to try again.

To teach independence

1. Give choices. Let your child practise making decisions, and let the decisions stick.
2. Reward positive behaviour. It is just as important for a child to know what he did right as what he did wrong. Let your child know when he has done something you like.
3. Ignore negative behaviour. When possible, try not to give negative behaviour much of your attention. Acknowledging behaviour has a tendency to increase the likelihood of that behaviour reoccurring.

How to build credibility

1. Say what you mean. Clearly and directly, say what you want your child to do, and what you will do if the child does not comply.
2. Mean what you say. Do not say you will do something that you cannot or will not do.
3. Do what you say you were going to do. Follow through and do exactly what you said you would do.

Module 9 | Time together and closing

MODULE GOALS

- To understand the important benefits of parents spending time with their children.
- To facilitate child development through play, story time, and ritualized activities.
- To understand the importance of retaining family rituals that are distinct from the substance abuse, or gambling behaviours.
- To help group members understand the importance of celebration and closure.

WORKSHOP PLAN: 170 minutes/ 2 hours and 50 minutes

- Check In—15 minutes
- ACTIVITY | *Playtime with your children*—20 minutes
- ACTIVITY | *Story time*—45 minutes
- ACTIVITY | *Routines and celebrations for the family*—25 minutes
- ACTIVITY | *Support groups and you*—15 minutes
- ACTIVITY | *Closing celebration and goodbye*—40 minutes
- Final evaluation—10 minutes

BACKGROUND FOR FACILITATORS

Children and Play

Parental involvement is a protective factor in the lives of children. Utilizing activities such as play, story time, and daily routines, parents can teach skills and support a child's development. Time together offers the parent and child an opportunity for affection and bonding. Bonding and affection allow children to feel secure and empowered in their exploration of their world.

Many of the parents in the group may not have much experience or feel comfortable playing with their kids. However, it is through play that children learn about themselves and the world around them. It is important for parents to encourage play so that their children can develop new skills, such as problem solving, communication, and positive social behaviour.

Resiliency and Rituals in Families

Wolin and Bennet's[1] early research investigated the protective value of growing up in a family that develops and maintains rituals in six possible areas: dinner times, holidays, vacations, evenings, weekends, and having visitors in the home. Children who grew up in families that kept their rituals separate from addictive behaviour were less likely to become addicted than children from families whose rituals were overtaken by the addiction in the home. Wolin and Bennet state:

"The role of rituals should be secure enough that it can withstand internal and external challenges and disruptions: e.g., from teenage children who resist participating in the annual tree-trimming for a year or two, or from the alcohol-abusing father whose speech gets slurred at the dinner table, making communication awkward and difficult".

Steinglass, Bennet, and Wolin[2], indicate that the deliberateness with which a family chooses to protect the "purity" of its rituals from alcohol contamination was the single most important factor that protected the children who would otherwise have been at risk to develop an alcohol problem.

Check In – Session 1 of Module 9

OBJECTIVES Participants connect with other group members and reflect on how they are feeling tonight.

MATERIALS Seating arranged in circle.

TIMELINE 15 minutes

INSTRUCTIONS Large Group Activity—*Check in*

Participants and facilitators sit in a circle facing each other. Ask each participant to answer the question, "How are you feeling about tonight, being that it's our last session together?"

ACTIVITY | Playtime with your children

OBJECTIVES The facilitator will speak about the importance of interactive playtime and story time between parents and children. Parents assess their level of ability to interact with their child during playtime.

MATERIALS Background for facilitators.

TIMELINE 20 minutes

INSTRUCTIONS Large Group Activity

Review the concepts described in the Background for this module—most importantly, review how rituals and play can bond parents and children and serve as protective factors in the child's life.

Ask the group at large the following discussion questions:

1. Why is play important?
2. Do you play?
3. How do you play?
4. What interferes with your ability to play and read stories to your children?

ACTIVITY | Story time

OBJECTIVES Participants compose a story about themselves and their children.

MATERIALS Coloured paper; glue sticks; scissors; lined paper; pens or pencils; markers.

TIMELINE 45 minutes (10 minute small group discussion; 30 minutes to complete story book; 5 minute large group discussion at the end)

INSTRUCTIONS Small Group Activity

Divide participants into small groups. Ask each person to think of a funny, sweet, scary, or embarrassing moment they have had with their child. Ask each participant to tell one story to the small group.

Allow 10 minutes for sharing stories.

Once the stories have been told, ask parents to record their memorable moment in the form of an illustrated children's story. To make allowances for participants who are unable to write, suggest to the general group that the story may be presented in pictures alone. Allow time for participants to decorate their storybooks.

Encourage parents to show their books to their child(ren) at home.

Large Group Activity

Ask the group at large the following discussion questions.

1. How was the experience of making this book? Easy or hard?
2. What helped you in this activity?
3. What made it difficult?
4. Will you share this with your child?

ACTIVITY | Routines and celebrations for the family

OBJECTIVES Participants define their family routines and celebrations.
Participants understand the importance of rituals and celebrations in their family's recovery process.

MATERIALS Flipchart, flipchart paper, markers.

TIMELINE 25 minutes

INSTRUCTIONS Large Group Activity

Invite brainstorming to define the following terms: "family routine," "family rituals," and "family celebrations." Ask participants to provide examples. Write their responses on the flipchart.

Ask the group at large the following discussion questions:

1. What routines do you have in your family?
2. What rituals do you have in your family?
3. What does your family celebrate?
4. Are there routines, rituals, or celebrations you don't use, but wish you could?
5. How could you add in something new?

ACTIVITY | Support groups and you

OBJECTIVES Participants learn the importance of connecting with outside support groups.

MATERIALS Flipchart, flipchart paper, markers.

TIMELINE 15 minutes

INSTRUCTIONS Large Group Activity

Have the large group brainstorm different types of support groups. (Examples: local community organizations, churches, self-help supports, friends, families, etc.)

Have each member of the group make a list of supports that they can go to or that they have already established. Ask participants to show this list to the group as a whole.

ACTIVITY | Closing celebration and goodbye

OBJECTIVES Participants say goodbye and take something concrete and personal for future reflection.

MATERIALS Pens and markers; coloured poster paper with the name of each group member on top (leave the page blank for others to write on).

TIMELINE 40 minutes (20 minutes large group activity; 20 minutes farewell circle).

INSTRUCTIONS Large Group Activity

If possible, distribute the poster pages on tables around the room, and ask participants to move from page to page to write their comments. This reduces pressure on participants to think of what to write and allows some movement around the room.

Facilitators may want to supply relaxing music while the exercise is being completed.

1. Have each participant write something they appreciated and or learned from the individual whose name is on the top of the sheet.
2. When everyone is finished, hand the sheets to the person whose name is on the top and ask them to write something to themselves.

The farewell circle

Bring everyone back to the large group. Ask each participant to say their goodbyes to the group. This is one of the most critical discussions for participants. The facilitator should not rush the participants; likewise, the participants should take their time and say something substantive. Some ideas for closing questions include the following:

1. What would you like to say as a goodbye to the group?
2. What has been most helpful to you?
3. How have other group members helped you?

PARTICIPANT'S PACKAGE

Introduction to the Program

Welcome to the *Families growing together–Parenting program*!

This program provides ways to help your family become healthier.* You will learn about

- allowing feelings to be expressed more openly
- how spouses and children were affected by addictions prior to recovery
- opening communication
- examining family roles and dynamics before and after recovery
- developing appropriate expectations of children based on their developmental stage
- increasing empathy, patience, and responsibility
- involving children in decision-making
- increasing positive time with children
- giving praise and rewards
- building structure.

* From Camp, Joy M. and Finkelstein, N. (1997). Parenting training for women in residential substance abuse treatment: Results of a demonstration project. *Journal of Substance Abuse Treatment. 14*(5): 411-422.

Session Descriptions

SESSION 1 | Introduction

In this session, participants begin to develop a group identity around the shared experience of living in a family with alcohol, drug, and/or gambling problems. Participants will recognize that they are not alone and that there are solutions available to assist parents who desire to improve their relationships with their children. Facilitators will create a safe environment in which individuals can express emotional and physical states, ask questions, and learn about other group members and their facilitators.

SESSION 2 | The impact of parental addiction on children

When a parent has a problem with, alcohol, drugs or gambling, it affects the whole family. In fact, any addictive behaviour can lead to the development of significant problems within the family. As a part of recovery, the family needs to heal along with the recovering parent, so it can become healthy again. In this module, parents learn how addiction has an impact on children and the family, will identify family rules, and clarify the difference between who or what they are "responsible to" and "responsible for."

SESSION 3 | Empathy

Empathy is the most important component of the parenting program. Empathy is the keystone for developing healthy parent/child relationships. In families affected by addiction, it is essential that at least one parent be attentive to the needs of their children. In this module, parents work towards understanding how their ability to empathize can improve communication and decrease stress for their child. Their greater understanding of empathy will enable parents to develop a parenting style based upon listening and validating rather than fixing and controlling.

SESSION 4 | From shame and guilt to personal power

An important part of recovery is to assist family members in seeing the strengths in the parents, their children, and the family as a whole. Families that have suffered great losses in the wake of an addiction experience a great deal of shame, guilt, and blame. The focus of this module is to help parents recognize the strengths and resiliencies in their family, and build closeness, trust, and emotional honesty.

SESSION 5 | Self-esteem

In this session parents explore the meaning of self-esteem and how it has an impact on their relationships with their children. Nurturing a child's self-esteem is part of a parent's job. Children learn who they are through the words their parents use to describe them. Providing encouragement and support helps to strengthen a child's confidence. Before positively affecting their child's self-esteem, parents must explore their own sense of self-worth and work to improve their own self-perception.

SESSION 6 | Communicating with your child

Communication is the cornerstone of our daily lives. It is a give and take experience that takes many forms. Parents are key players in helping their children to develop effective communication skills. In this module, parents learn the basic elements in communicating effectively: "talk," "actively listen," and "be direct."

SESSION 7 | Ages, stages, and family roles

Children who have experienced a relationship with a parent who has an addiction may have been placed in situations and roles that were beyond their physical, emotional, and psychological capabilities. The purpose of this module is for parents to gain a greater awareness of the developmental stages of children, to understand the appropriate parenting tasks for each of these stages, and to identify the five specific roles that family members play to keep the family intact.

SESSION 8 | Discipline versus punishment (2 sessions)

In this module parents explore the difference between discipline and punishment, identify positive discipline techniques, and learn how to build credibility without resorting to physical punishment. Parents who develop and maintain a respectful, logical, and consistent style of discipline provide their children with a key to developing independence and self-sufficiency. Parents define their own parenting style and identify ways they might change elements of their parenting to provide more structure and nurturing.

SESSION 9 | Time together and closing

Parental involvement is a protective factor in the lives of children. Using activities such as play, story time, and daily routines, parents have an opportunity to teach skills and support a child's development. Time together offers the parent and child an opportunity for affection and bonding, which allow children to feel secure in their exploration of the world and prepare them for later independence. At the end of the session, participants are given an opportunity to say goodbye to each other.

Questions or Concerns?

Please feel free to ask your facilitator questions or express any concerns you have.

Group Program

Check in

Each session begins with a check-in activity. This activity focuses on helping group members express feelings and reflect upon what they have learned from the previous week.

Structured Activity

Based upon the topic of the day, usually several structured activities will be planned and introduced to the group. Such activities might include artwork, role-play, story telling, discussions, or worksheets.

Snack/Break

A break in the session will be announced by the group facilitator.

Closing

This process provides closure to each session and, again is an opportunity for each member of the group to express their feelings and to have them validated by the facilitators and other group members.

Confidentiality[1]

The information participants learn while attending the *Families growing together–Parenting program* is kept confidential. Limited information may be given to other staff to assist them to serve you and your family to the best of their abilities. However, information about you and your family will only be released to an outside party for one of the following reasons

1. The facilitators are obligated by law to report any incident that indicates a child is in need of protection for physical, emotional, or sexual abuse and/or neglect. The Child Welfare Act (now known as the Child, Youth and Family Enhancement Act) states: "Any person who has reasonable and probable grounds to believe and believes that a child is in need of protective services shall forthwith report the matter to a director." Section 4(1). If you are uncertain what this means, please ask your facilitator for clarification.
2. AADAC also believes that the client has the fundamental right to decide the extent to which his/her personal information may be provided to others, with the limited exceptions of other enactments including the Public Health Act, Child Welfare Act, the Fatality Inquiries Act, the Protection for Persons in Care Act, or an action of the Court.
3. Staff will release information to a third party on any other matters only with your written consent and only to whom you have specified in your written consent.

How to get more from your group

The following suggestions may assist you in getting as much from your participation in this group as possible:

- Let others know what your ideas are. What every member has to say is important. Sharing your thoughts and reactions with the group will help other members to share what they are thinking about.
- Ask your questions. If you have a question or there is something you want to know more about, please ask. There is no such thing as a stupid question in this group. It is likely that other members are wondering the same thing.
- Share the limelight. While it is natural for some participants to talk more and others less, we hope that all group members will have equal opportunity to speak in the group. Please share discussion time with others.
- Listen carefully to other group members. Something important may come out of discussions that will hit a chord or help make something clearer to you. We all have different ideas. Please give other participant's ideas a chance and try to understand what the person is saying. Listen to her/ him the way you would want him/ her to listen to you.
- Group members are here to help. In the process of helping others, you can help yourself. The information you have can be helpful to others.
- Be willing to accept another point of view. Don't insist that you are right and everyone else is wrong. The other person just might be thinking the same thing, but expressing it differently. Try to help other members to understand rather than trying to make them agree.

In this group, it is okay to talk about your feelings and reactions.

RESOURCES FOR THE PROGRAM

History Interview Form

Group Agreement

Recovery and Support Plan

Weekly Evaluation Form

Final Evaluation

Bibliography

Screening process

1. Complete AADAC's standard assessment process, if not already done.
2. Complete and review History Interview Form during the screening process.
3. Complete and review Group Agreement.
4. Complete and review Recovery and Support Plan.
5. Review AADAC's Confidentiality Policy.
6. Participants may be asked to attend the Family Session of the Information Series prior to, or during, the first four weeks of attending the *Families Growing Together Parenting Program*.

History interview form

Name: _____

Completed by: _____ Date: _____

1. Have you attended other parenting courses or received assistance in parenting?

2. How did you learn about the *Families growing together–Parenting program*?

3. What are your present struggles with parenting?

4. What do you believe are your strengths in parenting?

5. What parenting skills would you like to improve upon?

6. How do you think your children have been affected by substance and/or gambling abuse in your family?

7. While you are attending this program, who will be supportive to you?

8. Is there a history of family violence or abuse (emotional, physical, financial etc.)? Have you received any treatment or support in this area in the past?

9. Do you believe it may be difficult for you to remain in recovery while attending this program?

10. What would be the indicators that this program is a good use of your time?

Group agreement

As a member of the Parenting Program Group

I, _____ hereby agree to the following:

- To attend the group on a voluntary basis, and be responsible for my own recovery.
- To be on time for all group meetings.
- To attend all group meetings during the program.
- To honestly state my thoughts, feelings, and experiences in group.
- To be respectful towards my fellow group members.
- To be gambling-alcohol-and drug-free for a minimum of five days before beginning the program.
- To be gambling-alcohol-and drug-free for the duration of the program. If I do use alcohol, drugs or gamble I will contact the group facilitator to discuss it.
- To have a recovery plan in place and to have regular contact with my counsellor.
- To call the facilitator in event of an emergency.
- To participate in evaluation activities.

Signature _____ Date _____

Witness _____ Date _____

Recovery and support plan

Name: _____ Date: _____

Substance(s) used within the past 12 months:

- ❑ Alcohol Quantity: _____ Date of last use: _____
- ❑ THC Quantity: _____ Date of last use: _____
- ❑ Cocaine Quantity: _____ Date of last use: _____
- ❑ Opiates Quantity: _____ Date of last use: _____
- ❑ Gambling Quantity: _____ Date of last use: _____
- ❑ Prescribed Med Quantity: _____ Date of last use: _____

  Name of medication: _____
- ❑ OTC medications Quantity: _____ Date of last use: _____

  Name of medication: _____
- ❑ Other Quantity: _____ Date of last use: _____

Name: _____

Supportive friends/family available to you while you are in the program:

1. _____ phone number _____
2. _____ phone number _____
3. _____ phone number _____

Are you involved in a Twelve Step program? ❑ Yes ❑ No

If Yes, which program do you attend? _____

Do you have a sponsor?: ❑ Yes ❑ No

Relapse/support plan:

AADAC Counsellor (Name/ Location): _____

Is there any other information you feel would be helpful for the facilitators to know?

Signature Date

Witness Date

Weekly evaluation form

Session #: _____ Date: _____

Facilitator(s): _____

1. Please circle a number on the scale to show your answer for the following three questions:

a. Overall, today's group session was:	1 poor	2	3 average	4	5 excellent
b. Did you find the pace of the session:	1 too slow	2	3 just right	4	5 too fast
c. To what extent did today's session meet your needs?	1 none	2	3 some	4	5 almost all

2. Were the facilitators:

	No	Sort of	Yes
Prepared	❑	❑	❑
Approachable	❑	❑	❑

3. What I liked best about today's group was: _____

4. What I liked least about today's group was: _____

5. One last thing I would like to say is: _____

Optional: How have you benefited from the group to date? Answers may be anonymous. Please write on the back of this form. Thank you.

Final evaluation

1. I found the information in this program to be:

❑ Very useful ❑ Useful

❑ Somewhat useful ❑ Not useful at all

2. I found group discussions and exercises to be:

❑ Very useful ❑ Useful

❑ Somewhat useful ❑ Not useful at all

3. The goals and objectives of the program were clear:

❑ Strongly agree ❑ Agree

❑ Somewhat agree ❑ Do not agree

4. The most important session for me was

5. What particular things have you learned that you have put into practice?

6. One last comment I would like to make is

Date form completed: _____ Parent's name: _____

ENDNOTES

Program overview

[1] AADAC, 1997 from www.aadac.com.

[2] Camp & Finkelstein,1997, pp. 411-422.

[3] AADAC, 1995.

[4] AADAC, 2002.

[5] Alberta Children's Services, 2000

[6] Lott & Nelson, 1998.

Module 1

[1] Lott & Nelson, 1998.

Module 2

[1] Lott & Nelson, 1998.

[2] Wood, 1992, p.95.

[3] Wood, 1992, p.39.

[4] Wegscheider-Cruse, 1986.

Module 3 No endnotes.

Module 4

[1] Lott & Nelson, 1998.

[2] AADAC, 2002.

Module 5

[1] AADAC, 2002.

Module 6

[1] Gordon, 1970.

Module 7

[1] Erickson, 1964, pp.147-274.

[2] Clarke & Dawson, 1998.

[3] Black, 2000, p .

[4] Clarke & Dawson, 1998, p.

[5] Black, 2001, p .

Module 8

[1] Clarke, 1978, p.14.

[2] Clarke, 1999.

Module 9

[1] Wolin & Bennet, 1984, p 416.

[2] Steinglass et al, 1987.

Participants package

[1] AADAC, 2000.

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